USE OF INFORMATION SOURCES AND SERVICES BY TEACHERS AND STUDENTS:

A COMPARATIVE STUDY OF PACHHUNGA UNIVERSITY COLLEGE AND GOVT. AIZAWL COLLEGE

A Dissertation submitted in partial fulfillment

of the requirement for the degree of Master of Philosophy in

Library and Information Science

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MIZORAM UNIVERSITY, TANHRIL, AIZAWL

2014

DECLARATION

I, Mr. Jacob M.S Dawngliana do hereby declare that the subject matter of the thesis entitled USE OF INFORMATION SOURCES AND SERVICES BY TEACHERS AND STUDENTS: A COMPARATIVE STUDY OF PACHHUNGA UNIVERSITY COLLEGE AND GOVT. AIZAWL COLLEGE is the record of work done by me, that the content of the thesis did not form any basis of the award of any previous degree and I did not submit this dissertation in any other University or examining body. All the sources I have used or quoted have been indicated and acknowledged as complete reference.

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This is to certify that the dissertation entitled "**USE OF INFORMATION SOURCES AND SERVICES BY TEACHERS AND STUDENTS: A COMPARATIVE STUDY OF PACHHUNGA UNIVERSTY AND GOVT. AIZAWL COLLEGE**" submitted by Mr. Jacob M.S Dawngliana for the award of the degree of **Master of Philosophy in Library and Information Science** is carried out under my guidance and incorporates the student bonafide research. This is the candidate's original work and is worthy of examination.

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Acknowledgement

Foremost, I would like to express my sincere gratitude to my advisor Dr. S.N. Singh for the continuous support of my dissertation work and study, for his patience, motivation, enthusiasm, and immense knowledge for my dissertation study.

Besides my supervisor I would like to thank the rest of my dissertation committee for their encouragement and insightful comments.

My sincere thanks also goes to Mr. Vanlalruaia, Librarian Govt. Aizawl College and Dr. Lalthanmawii Sailo, Assistant Librarian, Pachhunga University College, for supporting me in collecting data and also open widely the library to discuss the relevant issues with other library staffs.

Finally, I would also like to thanks to my parents, younger brother and sister. They were always supporting me and encouraging me with their best wishes.

Date:

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LIST OF ABBREVIATIONS

1. CAB   : Current Awareness Bulletins
2. CAS   : Current Awareness Service
3. CD-ROM   : Compact Disc-Read Only Memory
4. CGPA   : Cumulative Grade Point Average
5. DONER   : Development of North Eastern Region
6. DSS   : Decision Support System
7. DST   : Department of Science and Technology
8. EU   : Evangelical Union
9. FIST   : Fund for Improvement of Science and Technology Infrastructure
10. GAC   : Government Aizawl College
11. ICT   : Information and Communication Technology
12. IQAC   : Internal Quality Assurance Cell
13. INFLIBNET : Information and Library Network
14. MHRD   : Ministry of Human Resource Development
15. MRS   : Management Reporting System
16. MSS   : Management Support System
17. MTWC   : Mizo Teacher's Welfare Committee of Pachhunga University College
18. MZP   : Mizo Zirlai Pawl
19. MZU   : Mizoram University
20. NAAC   : National Assessment and Accreditation Council
21. NAC   : National Adventure Club
22. NCC   : National Cadet Corps
23. NEC   : North Eastern Council
24. NEHU   : North Eastern Hill University
25. N List   : National Library and Information Service Infrastructure for Scholarly Content
26. NSS   : National Service Scheme
27. NTSA   : Non-Teaching Staff Association
28. OSS   : Operation Support System
29. PUC   : Pachhunga University College
30. PUCCA   : Pachhunga University College Alumni Association

31.	PUCTA	: Pachhunga University College Teacher's Association
32.	PMG	: Pachhunga Memorial Government College
33.	SEBI	: Securities and Exchange Board of India
34.	SDI	: Selective Dissemination of Information
35.	TPS	: Transaction Processing Systems
36.	UGC	: University Grants Commission
37.	YAC	: Youth Adventure Club

CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

Competitive pressure from different information providers, widely available information resources, raising costs of books, serials, and electronic resources and emerging new technologies and services providing information to potential library users raise question about the role of academic libraries in present times. There has been some deliberation about the necessity to better understand and define the needs and expectation of library users to provide the appropriate kind and level of service to offer satisfaction and service quality. This study purposes and tests a model to explain the use of college libraries. The explanatory factors include service quality factors, resources, and user characteristics. Teachers and student in two different college libraries were surveyed.

Libraries are organized information centers as they have limited resources with which they have to satisfy the information needs of the users. Therefore, libraries have to build their collections and facilities to meet users' satisfaction. Information resources, library and information personnel, and users are important components of modern libraries. For proper and systematic planning and development of information resources and services, the user studies are the first step in the development of need-based collections in libraries. This research, therefore, addresses the usage of academic libraries. In particular, it addresses the role of service quality and other factors offered by an academic library usage.

New technologies and electric resources available today raise the question whether the library as a place has become a leftover. Do users need a physical library if almost everything can be accessed electronically? Are students and faculty still using libraries the way they are supposed to use them? And consequently, should librarians play a different role from what they have always played, especially if libraries are becoming mare data warehouses? In fact many librarians today do not exactly know their users because of the changes introduce by the technology advancements.

With emphasis being placed on electronic resources, and users being more interested in access rather than actual ownership, libraries are facing greater competition from many sources like bookstores and information from publishers and vendors who try to provide some of the same services that libraries provide. These competitors sometimes

provide their services faster and more effectively, while virtual libraries are easily available through the internet. Some students also seem to know more about other libraries than their own institutions' libraries.

1.2 DEFINITION OF INFORMATION

The term "information" is used differently by individuals in different walks of life. Many have developed interesting and useful definitions of information for specific disciplines and classes of problems. Cookies Monster descried information as "news or facts about somethings"[1]

Information can also be understood as "a data arrange in a meaningful order which is readily available to solve problems that is required by any living being in his lifespan".

Oxford Dictionary (Language matters) define *information* as "Facts provided or learned about something or someone"[2]

The academic library has been described as the "hearth" of the learning community, providing a place for students and faculty to do their research and advance their knowledge. The librarian and library staff provide enormous services to the users, addressing their diverse needs, characteristics and interests.[3]

According to Business Dictionary information is define as "Data that is (1) accurate and timely, (2) specific and organized for a purpose, (3) presented within a context that gives it meaning and relevance, and (4) can lead to an increase in understanding and decrease in uncertainty".[4]

1.3 TYPES OF INFORMATION SYSTEM

In this age of information, almost all fields of endeavour such as education, manufacturing, research, games, entertainment and business treat information systems as a need. Indeed, every activity in our daily life today requires people to get involved in the use of information system.

An information system is a collection of hardware, software, data, people and procedures that are designed to generate information that supports the day-to-day, short-range, and long-range activities of users in an organization. Information systems generally are classified into five categories: office information systems, transaction

processing systems, management information systems, decision support systems, and expert systems. The following sections present each of these information systems.

1) Office Information systems

An office information system or IOS is an information system that uses hardware, software and networks to enhance work flow and facilitate communication employees. Office information system also describe as "office automation",[5] employees perform task electronically using computers and other electronic devices, instead of manually.

The office information system uses to support the activities like word processing, spreadsheets, databases, personal information management etc. An Office information system use communications technology such as voice mail, fax, videoconferencing, etc. It uses a variety of hardware, including computers equipped with modems, video camera, speakers and microphones, scanners and fax machines.

2) Transaction Processing Systems

A transaction processing systems (TPS) is an information system that captures and processes data generated during an organization's day-to-day transactions. A transaction is a business activity such as a deposit, payment, order or reservation.

Clerical staff typically performs the activities associated with transaction processing, which include the following:

a) Recording a business activity such as student's registration, a customer's order or cline payment.

b) Confirming an action or trigging a response, such as printing a student's scheduled, generating an employee's paycheck or issuing a receipt to a client.

c) Maintaining data, which involves adding new data, changing existing data, or removing unwanted data.

Today, most transaction processing systems use online transaction processing. Some routine processing tasks such as calculating paychecks or printing invoices, or perform more efficiently on a batch basis.

3) Management Information Systems.

While computers are ideals for routine transaction processing, managers soon realized that the computers' capability of performing rapid calculators and data comparisons could produce meaningful information for management. A management information system, or MIS is an information system that generates accurate, timely and organized information so managers and other users can make decisions, solve problems, supervise activities, and track progress. Because it generates reports on a regular basis, a management information system sometimes is called a management reporting system (MRS).

4) Decision Support System

Transaction processing and management information systems provide information on a regular basis. Frequently, however, users need information not provided in these reports to help them make decisions.

A decision support system (DSS) is an information system design to help users reach a decision when a decision-making situation arises. DSS are a specific class of computerized information system them that supports business and organizational decision-making activities. A properly design Decision Support Systems is an interactive software base intended to help decision makers compile useful information from raw data, documents, personal knowledge, and business models to identify and solve problems and make decision.[6]

5) Expert System

An expert system is an information system that captures and stores the knowledge of human experts and then intimates human reasoning and decision-making processes for those who have less expertise. Expert systems are composed of two main components: a knowledge base and inference rules. A knowledge base is the combined subject knowledge and experiences of the human experts. The inference rules are a set of logical judgments applied to the knowledge base each time a user describes a situation to the expert system.

To solve expert-level problems, expert systems will need efficient access to a substantial domain knowledge base, and a reasoning mechanism to apply the

knowledge to the problems they are given. Usually they will also need to be able to explain, to the users who rely on them, how they have reached their decisions.[7]

By providing quality services and satisfaction to users, academic and research librarians can distinguish their services through friendly, helpful, and knowledgeable advice and the best technological resources available. Because academic library users have varying needs and expectation, it is the responsibility of the library staff to know these needs and expectations and strive to meet them.

Information systems play a very important role in the management aspect of an organisation. By looking at the functions and the scope of its use, an information system can be divided into two main support systems, i.e. Operation Support System (OSS) and Management Support System (MSS).

1.4 INFORMATION USERS AND THEIR NEEDS

The library is said to be productive when the library users are satisfied. Anybody who visit the library with the purpose of exploiting its resources to satisfy his information needs are the library users. At the present time, users may comprise of broader range that technology brings about transformation to digital era. Apart from the physically visiting and accessing the library materials, users may include remote access to the library portal or website. The term encompasses various terms such as patrons, clients, information users, information seekers, consumers, readers, etc. these terms can be used interchangeably, because they all apply to those seeking the services of a library.[8]

The users are different from library to library. The identification of user needs depends upon the species of libraries. In a college library, users are the students, teachers, research scholars and other supporting staffs. When the users are different, naturally their needs and interest are also different. Like that their materials required are also different.

The academic library, which is considerably large, has a number of problems and financial restrain, but user's needs and interest are easier to identify. Current and projected courses and their subject content are known and are mostly available in published form and there are teachers with whom the librarian can discuss about the stock and service requirements.

Information needs of the users are the central concerns to providers of information service. The ultimate aim of any information retrieval system is to supply and deliver the information which can precisely match the information requests or requirements.[9] It is important to focus the users in every library to offer pleasure in accessing the right information at the right time. It is beyond doubt that the success of the information service is more likely to be achieved by adjusting the services to meet the specific needs of an individual rather than trying to match the output of the information systems. Libraries can play an important role in providing information to users in a short span of time. Moreover users are the main components of a library. Library should try its level best to satisfy users by any means. So depending on the types of users and their varied information needs library personnel should always try to satisfy them.[10]

The identification of the users, their needs and characteristics is important to provide better service to the users. Regarding the public library, it maybe demanding to obtain such kind of observation for each individual as they consist of different level of users. The Academic library, which is considerably large, has a number of problems and financial restraint, but user's needs and interests are easier to identify. Current and projected courses and their subject content are known and are mostly available in published forms. It is important to know that the satisfaction level of the users in accessing the library materials and the result of how the library systems satisfy the users. Better retrieval system can be achieved by a well design system within the library. For this, a user study is one of the main arguments in accomplishing better library system.

The today library has been define by Reitz as a "Library without walls" in which the collection do not exist on paper, microform, or other tangible form at a physical location, but are electronically accessible in digital format vie computer network.[11] For this reason the information system has been change and the library user needs more responsibility in locating and retrieving information from the library collections more than they have done in the traditional library enterprise.

The information handling activities are to be based entirely on the needs of the users. The user categories have different needs for information depending upon their functions, responsibilities and duties. The matching of information needs to sources of information has to be based on the careful assessment of information needs.

While users play a vital character in any information centre, several systems does not pay sufficient consideration for the attainment of the user needs. It is said that 'user' as an essential component of the information system was the most neglected item of attention.[12] The information system has to take into consideration the information requirement of the user. The aim of the information system is to maximize the use of information. To provide a service to identify the information needs of the user are the foremost important role for the attainment of higher quality education.

Designation is the basis for categorizing users in this study. The categories include:
1. Teacher
2. Students

Teacher in higher education facilitate a learner-centred approach to teaching and learning with widening participation learners. College professors are immediately called upon to perform at professional levels in four possible roles: teaching, scholarly or creative activities (including research), service to the institution and community, and administration.[13] This shows that teachers are to be well-informed and are the main foundation in the establishing higher education and developed students' personality. In the first the teacher's role consisted in enlarging the mind of the student through bringing him into contact with scholarly and cultured companions that help students in developing study skills and critical thinking abilities. The value of lectures can only be judge in the context of other teaching and learning activities which makeup the course.[14]

Students are engaged learners who dedicate sufficient time outside of class to college work. In most developed countries, there have been major increases in the number of students participating in higher education. In order for any part of the higher education enterprise to be of top quality and to be consistently applied, it must be founded on a set of principles and values that take into consideration the expressed needs and choices of the students. However student responsibility occurs when students take an active role in their learning by recognizing they are accountable for their academic success. Student responsibility is demonstrated when students make choices and take actions which lead them toward their educational goals.[15] Students are the key component of every institution that is to be concerned for the improvement of personal quality and higher

education. That the student Seek assistance from teachers and other staffs in determining an educational goal and in developing an educational plan.

1.5 IMPORTANCE OF INFORMATION AND THE ROLE OF ACADEMIC LIBRARY

Good information is essential for effective operation and decision making at all levels of activities. However it must be stated that the value of information lies not only in the information itself, but the actions that arise from the information. Information is the content or message of communication. Importance of communication in organisations and human society cannot be gainsaid. Every system functions on information flow within its components and from the environment. Thus information is what keeps a system going. It is the flow of information that keeps the human society alive, moving and progressing. Our social, political and economic relations are more or less structured by what we call information.[16]

Information is not just the resource that makes a mankind to attain higher value, but also to build better relationship for better understanding in any fields of improvement and development. Information is the single most important factor in creating a trusting relationship.[17] More complex and sophisticated an organization or society, more information is generates and consumes. The history of mankind on this planet is the process in accumulation and use of information.

Information is a problem solver that brings the answer to question for the consumer. Information is vital input for decision making. It helps to move from chaos to order. It is essential ingredient for social, economic, political, educational, technological and moral developments of a society says Satija.[18]

College is an important seat of higher learning and the library attached to it is like a soul to the body. It preserves all the sources of information available at all times for reference. It also provides a quiet place and environment which encourages study and reading. It is much more than a store and distribution centre for books, because it provides stimulating, inspiring and comfortable atmosphere for studies. Teachers and students consulted books, journals and other resources from the library to validate the information they had found from other resources. They turned to library in the middle of their information seeking process.

The college libraries provide services that support student pursuits for academic success and faculty endeavours for knowledge creation and classroom instruction.

The main mission of libraries attached to institutions of higher learning is to provide information services to academic community which includes faculty, researchers and students to meet their academic and research requirements. A large majority of students are using the information for the purpose of studying or keeping up-to-date and for preparation of assignments.[19] In every institution students are more active than teachers in accessing information for their academic purpose.

1.6 ACADEMIC LIBRARY AND THEIR ROLE IN HIGHER EDUCATION

Over the year, many libraries have supported education efforts by providing learning teaching resources, information and referral services. The development of Science and Technology in the last two centuries has led to an information explosion. In order to meet the growing needs of users the library system has been greatly improved and upgraded to meet the new challenges. The service offered by the libraries has also undergone a great change. Modern libraries are not only digitized but networked also.[20] This led to the creation of virtual libraries through which the user can access information at anytime, anywhere in the world by using the modern tools of communications, such as computers and internet facilities.

The libraries contribute to student learning certainly and teachers in teaching and research work. School libraries have evolved and are continually finding ways to respond to learners' needs in ever-changing, increasingly complex, information-rich environments. The ability to respond to changing information and discern misinformation is now a critical life skill. Quality Librarians in college are well placed to empower all learners, both students and teachers, to develop such capabilities. As a consequence of working with a librarian, classroom teachers say they feel supported and empowered in their role as a classroom teacher.[21] Virginia O'Dea said that "It is often said that Google can bring you back a million responses, but a Teacher Librarian can help you find the right one."[22]

1.7 REVIEW OF LITERATURE

Due to scientific and technological revolution, the sheer quality of knowledge and information is growing exponentially. As a result, the libraries and information centers are facing growing challenges to meet the adverse needs of the users. To examine the real problems, quite a good number of studies have been conducted by researcher to know the information needs and use pattern by teachers and students.

Sriram, B. &Rajev, M.K.G. (2014). Impact of academic library services on user satisfaction: Case study of Sur University College, Sultanate of Oman. DESIDOC Journal of Library & Information Technology, 34, (2), 140-146.

This research is conducted to identify the various services and facilities required by the academic library users of Sur University College and their degrees of impact on its users' satisfaction. Primary data were collected from the academic library users. An impact model was constructed and developed in measuring the aforesaid factors and the degrees of impacts on the users' satisfactions. Printing and photocopying facilities found to have high significant impact on the Sur university college academic library users. Also, some suggestions were made to provide quality services and increase users' satisfactions.

Connaway, Lynn Silipigni et.al (2013). User-centered decision making: a new model for developing academic library services and systems. IFLA Journal, 39 (1), 20-29.

This longitudinal study tracks US and UK participants' shifts in their motivations and forms of engagement with technology and information as they transition between four educational stages. The quantitative and qualitative methods, including ethnographic methods that devote individual attention to the subjects, yield a very rich data set enabling multiple methods of analysis. Instead of reporting general information-seeking habits and technology use, this study explores how the subjects get their information based on the context and situation of their needs during an extended period of time, identifying if and how their behaviors change.

Hewitson, Andrew. (2012). Use and awareness of electronic information services by academic staff at Leeds Metropolitan University: A qualitative study. Journals of Librarianship and Information Science, 31, (1), 43-52.

Hewitson study the use and assimilate electronic information services into their work. The study investigate the prescribe level of the information technology (IT) literacy of staff, the frequency of use by academic staffs of different electronic information sources offered by the university and academic staff's perception of student use. The study also investigate a number of further areas, including: how academic staffs at the university obtain information for their work; how confident are academic staff in using electronic information sources and the barriers that exist to their use. It is concluded that internet is the most popular information source but the factor affecting use at the expanse of subscription-based services are complex. University staffs, especially those with low level IT skills, frequently use the internet because it is easy to access and provides instant results. However, users who are aware and are confident in using subscription-base service will still prefer to use the internet for a variety of reasons. It is clear that for those members of staffs who use electronic information sources regularly, the initial impetus had often come from either their own research or after embarking on some form of professional development such as a PhD. Once they have seen the value of these services in their own work, they began to incorporate them into their own teaching.

Biradar, B.S., Dharani Kumar, P., & Mahesh, Y. (2009). Use of information source and services in library of Agriculture Science College, Shimoga: A case study. Annals of Library and Information Studies, 56, 63-68.

Biradar, Dharani and Mahesh carried out a user study on 101 (84.16%) of the students belonging to Agriculture Science College, Shimoga to study the frequency, purpose of visit to the library and the usefulness of agriculture science periodicals reveals that 77.22% of respondent visit library every day. About 88% visit library to read journals and magazines followed by visits to borrow books (87.12%). It was found that a large number of users use books followed by periodicals.

Rani, Syamalamba. (2009). Library use pattern of undergraduate students in Minority Degree Colleges in Andhra Pradesh. DESIDOC Journal of Library & Information Technology, 29(5), 44-53.

This study, which was conducted in minority aided degree colleges, that library is considered an integral component of any efficient education system. It plays an important role in the improvement of the organisation. The present study reveals the nature and the extent of use of college libraries in Andhra Pradesh. It evaluates in detail the type of material, sources and the services used by the students. It also assesses the extent of student's satisfaction regarding collection, timings and library staff cooperation in finding the information.

Vasishta, Seema. (2008). Modernization of Library and Information Services in Technical Higher Education Institutions in North India: state-of-the-art report. IFLA Journals, 34 (4), 286-294.

Seema investigate a study on impact of modernization on the ambience, collection development, services rendered and human resources in the six Technical Deemed University libraries of North India. The survey findings conclude that most of the libraries are in transition from traditional to modern libraries and that, although these libraries have started the process of modernization of services, a lot can be done to improve the current situation and provide modernized services to the user community.

Ugah, Akobundu Dike (2008). Availability and Accessibility of information sources and the use of library services at Michael Okpara University of Agriculture.Library Philosophy and Practice. Retrieved from

http://digitalcommons.unl.edu/libphilprac/190 (Accessed on 22 April 2014)

This study looks at availability and accessibility as variables in information seeking and use. Availability of information resources must be distinguished from accessibility. Availability of information sources means ensuring their presence in libraries for immediate use while accessible means that users can identify and use the resources. Both variables have a relationship with the use of library resources.

Grefsheim, Suzanne F. & Jocelyn A. (2007). Rankin Information needs and information seeking in a biomedical research setting: a study of scientists and science administrators. Journals of the Medical Library Association, 95(4), 426–434

Grefsheim and Jocelyn conducted a study in information needs study of clinical specialists and biomedical researchers was conducted at the US National Institutes of Health (NIH) to inform library services and contribute to a broader understanding of information use in academic and research settings.

The study results highlighted similarities and differences with other studies and the industry standard, providing insights into user preferences, including new technologies. NIH scientists overwhelmingly used the NIH Library (424/500), began their searches at the library's Website rather than Google were likely to seek information themselves (474/500), and valued desktop resources and services.

Kuh, Gorge D. and Gonyea, Robert M. (2003). The Role of the Academic Library in Promoting Student Engagement in Learning. ACRL Eleventh National Conference, April 10-13. Retrieved from www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/.../kuh.pdf (Accessed on 16 October 2014)

This study examine the nature and value of undergraduate students' experiences with the academic library. The result of this explanatory study indicate that the library experiences of undergraduates are related to select educationally purposeful activities, such as using computing and information technology and interacting with faculty members. Those students who more frequently use the library reflect a studious work ethic and engage in academically challenging tasks that require higher order thinking. Though certain student background characteristics affect the nature and frequency of students' library activities, the library appears to be a positive learning environment for all students, especially members of historically underrepresented groups.

Pinfield, Stephen. (2001). The changing role of subject librarians in academic libraries. Journal of Librarianship and Information Science, 33 (1), 32-38.

The study discusses the roles that subject librarian (or 'subject specialists) plays in contemporary UK academic libraries. It argues that subject libraries, who still form a significant grouping of senior staff in most UK academic libraries, continue to have a

significant role to play in the delivery of library services and that that applies to both traditional and electronic library services. Discusses the traditional role of subject librarians and analyzes the way in which this role is changing. Those areas where the changing responsibilities are extensions of traditional roles into new areas are pinpointed, together with examples of where subject librarians are performing new roles and adopting new ways of working. Areas where the changing role of subject librarians can be specifically identified include: greater emphasis on liaison with users; advocacy of the collections; adopting new roles; dealing with user enquiries in new ways; working with technical staff; selecting electronic library materials; carrying out more information skills training; having a greater involvement in the implementation of educational technology; team working and project working.

Simmonds, Patience L. and Andaleeb, Syed Saad. (2001). Used of Academic Libraries: The Role of Service Quality, Resources, and User Characteristics. Library Trands, 49 (4), 626-634.

This study proposes and tests a model to explain the use of academic libraries. Simmonds and Syed concluded that if the academic librarian are interested in producing lifelong learning through instruction on how to use library resources, then they must actively examine the needs and expectations of library users and aim to fulfill these.

Kroeker, Brain. (1999). Changing Roles in Information Dissemination and Education Expectations for Academic Library Web-Based Services. Social Science Computer Review, 17 (2), 176-188

Brain explains what the Web means to the academic library and why it has become worthy of consideration. He shows that the Web will have a great impact on the library, whether the library wants it to or not, and that this impact will in large part be dictated to the library by forces both technologically and socially based and, therefore, beyond the library's overall control.

1.8 RESEARCH DESIGN

1.8.1 SIGNIFICANCE AND SCOPE OF STUDY

The quality of teaching, research, and community service of teachers and the quality of students in accessing information for their academic performance in any college libraries system depends on information sources and services. Thus, the information resources and services available in institutional information systems (library, archives, records offices, documentation centers, and data centers) must be capable of supporting the teaching, learning and for research activities. Therefore, the value of this study relates to the understanding of the use of information sources and services by teachers and students.

Information resources, library and information personnel and users are important components of modern libraries. For proper and systematic planning and development of information resources and services, the user study has become the focus study. By understanding this situation, the aim of the study is to examine the use of information sources and services by teachers and students. The study is restricted to the teachers and students of two colleges namely Pachhunga University College and Govt. Aizawl College.

1.8.2   STATEMENT OF THE PROBLEM

Although libraries play an important role in supporting and promoting its teaching, research and extension education programmes by providing literature and information support. The development of College library services had been encountered by financial problem which comes up with the increasing demands of information users and new technologies in the library. College library faces many difficulties due to the lack of receiving grants from the government. The same is true for Pachhunga University College and Govt. Aizawl College.

Due to the problems stated above, it is difficult for the students and teachers to have access on useful study materials for their teaching and research.

Most of the teachers and students are still using primary and secondary sources of information, mostly it is not because they are not aware of the availability of other sources of information like e-resources. It is because they lack the facilities and

knowledge of how to access them. The present research topic will also explore the possibilities of overcoming this problem.

Access of information plays an important role for the development of life, and particularly, teachers and students who are relying on their particular information source and services have to get the right and just information. The scholar is, therefore, influenced to take up a research topic on, *"Use of Information sources and services by the teachers and students: A comparatives study of Pachhunga University College and Govt. Aizawl College"*, to present the right information about the use of information sources and services by the teachers and students of the two colleges.

1.8.3   OBJECTIVES

The objectives of the study are:

i) To determine the strength and weakness of sources of information in Pachhunga University College and Govt. Aizawl College

ii) To analyze the usage of information sources by teachers and students of both the colleges.

iii) To identify the information services provided by both the colleges.

1.8.4 METHODOLOGY

Methodology is a primary segment of research to find out the relevant information concerning the study.

The system of the study rely on both primary and secondary data. Primary data are collected by means of questionnaire and personal interviews.

Stratified random sampling is used as the students' population runs into thousands. The total numbers of students in Pachhunga University College is around 1400 and 1000 students in Govt. Aizawl College and hence 10% of the total students' population is used as sample size. The total number of students selected for data collection hold 225 from both the colleges. A separate questionnaire has been prepared and distributed to the selected sample of 45 teachers to both the colleges. The researcher also applied interview method to obtain data relating to the study for analysis.

i) Questionnaire method: A self-developed questionnaire consisting of 18 items each has been used to collect data from faculty members and students of both the colleges to obtain the required data for the study. A total number of 225 questionnaire were distributed among the students and 45 questionnaire among the teachers of Pachhunga University College library and Govt. Aizawl College library. In all 270 questionnaire that has been distributed, 210 filled in questionnaires in total that constitute 77.8% were receive back. Out of 210 questionnaires, 174 responded from students and 36 from teachers of both the colleges making 82.9% and 17.1% respectively. The remaining 60 questionnaire that form 22.2% were not received back from the respondents.

ii) Interview method: Semi-structured interview method is designed and interview has been conducted to the librarian and library staffs of both colleges.

iii) The secondary data has been collected from text books, journals and other research report.

1.8.5 CHAPTERIZATION

The present study is divided into six (6) chapters. Chapter one (I) of this study provide project background and highlight the definition, types and role of information. The academic library and their role in higher education has also been discussed in the chapter. The literature review, a significant component of the study, including the statement of the problems, the objectives of the study and research methodology followed to obtain the data are also discussed in the chapter.

Chapter two (II) of the present study discusses the general scenario of the focus study of Pachhunga University College and Govt. Aizawl College, their activities within and outside the college. In the chapter it is also discusses about the physical infrastructure that are accessible in both the college.

The Chapter three (III) of the present study discusses the Information sources and services, their importance and the relation with the library management and services. The natures and types of both the information sources and the information services has been discussed in the chapter.

Chapter four (IV) of the study highlight the resources and services that are provided by the libraries of Pachhunga University College and Govt. Aizawl College. The detail

about the resources that are available within the libraries and the quality of services that are provided by the libraries of both the colleges has been discussed.

Chapter five (V) of the study discusses the analysis of data and findings from the data that are collected by the scholar through questionnaire and from the interview that has been conducted to both the colleges.

Chapter six (VI) of the study indicate the suggestion with regard to the information sources and services that are provided by the libraries of Pachhunga University College and Govt. Aizawl College that are obtain from the users of both the colleges. The conclusion of the study has been commented at the end. The chapter is also supported with a comprehensive bibliographies which have been referred by the scholar during the study.

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CHAPTER – II

Pachhunga University College and

Govt. Aizawl College: An Overview

2.1 INTRODUCTION

Both the college of Pachhunga University College and Govt. Aizawl College plays an important role in providing quality education since decade. Both the college equipped with modern quality infrastructure and are still upgrading to meet the needs of the users.

Pachhunga University College is the Constituent College of Mizoram University. The college was established on 15th August 1958 as 'Aijal College' to become the first institution of higher education in Mizoram. It was founded and managed by a group of Mizo elders among which Mr. Pachhunga, a leading entrepreneur of the day, was the major benefactor, and after his demise the college was renamed Pachhunga Memorial College.

Government Aizawl College is the second oldest college in Aizawl, which was established in the year 1975. It was affiliated to the NEHU in the year 1975 till 2002 and it received recognition by Government of Mizoram the next year i.e. 1976. It was upgraded to Deficit Grant-in-aid status with effect from 1st November 1984 and became Government on 1st January 1989.

2.2 PACHHUNGA UNIVERSITY COLLEGE

In 1965 the college was provincialized by the Assam Government and the college became Pachhunga Memorial Government College (PMG). On April 19, 1979 the North Eastern Hill University (NEHU) adopted and upgraded it as its only constituent college to become a pace-setting institution. The college eventually received its fourth name Pachhunga University College (PUC). With the establishment of Mizoram University, the entire management was handed over to the new university on July, 2001. Pachhunga University College was awarded Grade 'B' with CGPA 0f 2.78 by National Assessment and Accreditation Council (NAAC).

The college is a student centric centre. Students' welfare is the number one priority inside the college. The college is also the leader among all college in terms of research activities and publications. The college also organizes seminars/workshop/conferences at various levels-International/National/state levels. The college is also selected under "Star" college scheme by the Department of Biotechnology in 2012. The college caters

undergraduate courses in 21 subject areas of Arts, Science and Commerce streams. The academic programme include, apart from effective class room teaching, Internal semester test for semester system students (introduced in 2011-12 academic session) two terminal exams, periodic class tests, seminars, assignments, remedial courses, field studies etc. The college also promotes students exposure through study tours and excursion inside and outside the state.

 One of the distinctive features of the college is its unique setting – a couple of kilometres down the hill away from the hub of the Aizawl Town is the sprawling 760 acres campus. Its lush-green vegetation, the result of 30yrs of nurturing the semi-isolation of the campus, wide-open space with luxuriant natural vegetation provides an excellent atmosphere of learning. Pachhunga University College also has two hostels for boys and girls with a maximum capacity of 100 each. The college also has Internet Resource Centre with Wi-Fi internet for the students and teachers. The college has been successively awarded "The best college in Mizoram" by the Mizoram Research Foundation. The institution is marching towards the national level from this north-eastern corner of the country.

Pachhunga University College has come up with influential vision and mission for the good quality academic performance.

The foremost aim and vision are:

- To achieve excellence in teaching, learning, research, and leadership in service and community services.

- To be the pre-eminent centre of scholarship in higher education at the under-graduate, post-graduate, doctoral and post- doctoral levels.

- To establish a reputable research centre for investigating local, national and international issues.

- To improve infrastructural facilities to attain national standard.

Main Mission and Objectives

- The college motto "Learning and Service" is the guiding beacon of our endeavour in striving for academic excellence in higher education and humanitarian services.

- To impart quality knowledge through effective teaching and to produce competent graduates in arts, science and commerce.

- To enhance the commitment of the faculty by strengthening the facilities, thereby promoting a distinguished academic environment.

- To work for the improvement of the society through social services and other extension programmes.

Pachhunga University College has a sprawling campus, naturally rich in biodiversity. The land allotted by Mizo District Council was 103 acres. Later on, the college purchased private lands so that the entire land mass encircled by rivulets on the northern, southern and eastern sides belong to the college. The college land now comprises 730 acres which is large enough to accommodate a University with all the physical infrastructure like buildings, playground, quarters, Botanical garden, etc.

1. BUILDING COMPLEX: The college Complex comprises the Administrative Building, three Arts Blocks, Science Block, Life Science Block, Auditorium, Library, Boys' Hostel, Girls' Hostel, Playground, Basketball Court, Volley Ball Court, Open Pavilion, Canteen, a few staff quarters etc. Some buildings are under construction such as Physical Sciences building, Teacher Common room cum seminar hall, 100-seater girls hostel(Ministry of tribal affairs), Library, Golden Jubilee Archive hall cum Museum (UGC), Sports infrastructure training facility (UGC) and Multipurpose sports complex (DONER)

2. LIBRARY: The College library has around 45,000 books. A wide range of Encyclopaedias and advanced books of knowledge provide a ready reference to Library users. A new Library is being constructed with modern facilities with a grant of Rs 280 lakhs. There are more than 45,000 books, 26 Journals and Online Journal (Inflibnet). Around 70% of all books are automated using Soul 2.0 from INFLIBNET.

3. LABORATORIES: All the Nine Science Departments have functional laboratories. The laboratories are being equipped with sophisticated instruments to enable the students to carry out practical not only at the honours level but even at the advanced level of experimental work. All practical facilities have been upgraded through DST sponsored scheme called FIST. Major renovation of all practical laboratories is also done through the same scheme.

4. TRANSPORTATION: Three buses provide transportation to the students & teachers to and from the college at regular intervals. The college transportation is available to all members of the college.

5. STAFF ADVISORY PROGRAMME: Each department divides the students into small groups and each group is assigned to a teacher. The teacher -in-charge keeps in touch with students of his/her group and helps and guides them in their studies, personal problems, etc., through periodic meeting.

6. INFORMATION TECHNOLOGY: A Student Internet Resource Centre was inaugurated in 2009. The Centre is open for the students on all working days. It provides access to the Internet and caters to the very need of the students in the field of information technology. The college also provides free Wi-Fi internet access to all academic and administrative building through MHRD National Connectivity programme. The College also has a functional Networking system with online students' database system.

7. HOSTEL: A 112-seater Boys' Hostel and 86-seater Girls' Hostel cater to the residential needs of out-station students. Hostel admission notice will be issued a few days after the commencement of classes for the new session. Hostel seats are allotted on priority basis to student from rural villages.

8. PLAYGROUND: The college has a playground which was inaugurated in 2009. Its construction was started with the initial contribution of the students which amounted to nearly Rs. 8 lakh.

9. MEDICAL FACILITY: Qualified Doctors and Nurses are available for consultation at the College every Tuesday and Friday. They may be consulted free of cost by all the staff and students of the College.

10. RESEARCH FACILITIES: The College also promotes research and developments. There are as many as 21 research projects in various departments. The college also has a Biotechnology training centre called 'Biotechnology Hub' sponsored by the Department of Biotechnology, New Delhi.

11. PUC HOSTEL: Pachhunga University College have both Boys and Girls Hostel inside the main Campus at College Veng. A 112-seater Boys' Hostel and 86-seater Girls' Hostel cater to the residential needs of out-station students. Hostel admission notice will be issued a few days after the commencement of classes for the new session. Hostel seats are allotted on the basis of academic records, remoteness of the applicants' home village, and performance at the Interview conducted by the Hostel Committee.

A new 100 accommodation for girls' hostel is now being constructed inside the campus and a new 100 accommodation for boys' hostel will be constructed soon to cater for rural tribal communities.

The college also conducts career oriented training for Hostel Borders. In 2011 the college conducted three months (July-Sept, 2011) BPO Call Centre Training programme numbering 30 students especially for Hostel boarders. The programme is jointly organized by The College and Shree Ram New Horizon India Ltd funded by North Eastern Council (NEC). The training is successfully completed by 30 students of 24 male and 6 female.

12. SPORT FACILITIES: The College is the one and only college in Mizoram which is most equipped to host Inter College Sports. The college have its own Playground for football/hockey/Cricket. The college also have a basketball court quipped with fibre board and a volleyball court. The College also have its own badminton court cum auditorium. Indoor Sports training facility is being constructed under the funding of UGC. A multipurpose Sports Complex Auditorium will be constructed near the Playground with funds from Ministry of DONER.

13. CLINIC: Pachhunga University College is the only college in the State of Mizoram to have a health Clinic. The College health clinic is opened every tuesday and friday of a week inside the campus. This clinic is run in collaboration with the parent University, Mizoram University. Doctors and nurses see to the health of the Faculties, staff and students and attend their medical need. These provide the college employees and students with basic and necessary medicine free of cost.

FACULTY

Principal of the College Dr. Tawnenga has joined the college on 25th April, 1978 as a lecturer in the Department of Botany and appointed as Reader in the year 1991. He was appointed as the Principal of the college on 6th April 2009. He has a teaching experience of more than 30 years and a research experience of more than fifteen years.

Department	Number of staff
Biotechnology	1
Botany	5
Chemistry	4
Commerce	4
Economics	5
Education	4
English	4
Environmental Science	4
Geography	5
Geology	4
History	1
Mathematics	4
Mizo	4
Philosophy	4
Physics	5
Political Science	5
Psychology	4
Sociology	3
Statistics	3
Zoology	6

Total numbers of teaching staffs are 79 and 49.4% of the holds Ph.D. degree. As on the latest update of 2014 academic year there are 90 non-teaching staffs including Asst. Librarian Dr. Lalthanmawii Sailo.

COURSE OFFERED:

Bachelor of Arts

Category: General

Degree: B.A.

Mode: Full Time

Level: UG

Selection Criteria:

B.A. General - Stands for General Bachelor of Arts degree. Typically, a B.A. is a three year course, minimum eligibility for which is an intermediate (10+2) in any discipline. Subjects usually studied under this degree are:

1. Geography
2. English
3. Education
4. Economics
5. Mizo
6. Psychology
7. Public Administration
8. Political Science
9. History
10. Sociology

Bachelor of Arts (Hons)

Category: General

Degree: B.A. Honours

Mode: Full Time

Level: UG

Selection Criteria:

BA Honours - Stands for Bachelor of Arts (Honours) Degree. This Undergraduate degree is typically for three years in the stream of Arts or Humanities. An Honours degree requires a higher academic standard than an ordinary degree or what is commonly know as a Pass Degree.

Bachelor of Science

Category: General/Honours

Degree: B.Sc.

Mode: Full Time

Level: UG

Selection Criteria:

B.Sc. - Stands for Bachelor of Science. Typically, a B.Sc. is a three year course, minimum eligibility for which is an intermediate (10+2) in science.

Subjects usually studied under this degree are:

1. Zoology

2. Botany

3. Chemistry

4. Physics

5. Geology

6. Statistics

7. Environmental Science

8. Biotechnology

9. Mathematics

Bachelor of Commerce

Category: General/Honours

Degree: B.Com.

Mode: Full Time

Level: UG

B.Com (Commerce)- Stands for Bachelor of Commerce. Typically, B.Com is a three year course, minimum eligibility for which is an intermediate (10+2) with subjects such as accounts, mathematics and economics. Commerce consists of a broad range of interdisciplinary branches such as Marketing, Finance, E-Commerce, Accountancy, Business Administration and Economics. Subjects typically studied under this degree are Accounts, Economics, Business Law and Maths etc.

COMMITTEE

For the session of the year 2013–2015 Pachhunga University College formed a helpful body of working group in each respective field of academic activity for promoting better educational system and academic performance. Each group are administer by leaders appointed by the body of concerning authority.

1	Academic	: 3 members and all the HDOs
2	Exam	: 10 members
3	Purchase	: 4 members and all the HDOs having practical
4	Building	: 14 members
5	UGC	: 14 members
6	Project	: 13 members and all principal investigators having major research project, All join supervisors

7	Career guidance and counselling Cell	: 9 members
8	Hostel	: 9 members
9	Library	: 13 members
10	Canteen	: 10 members
11	Anti Ragging Squad	: 12 members
12	Women Cell	: 11 members
13	Student's welfare	: 14 members and all teacher i/c S.U
14	Grievances & Redressal Cell	: 9 members
15	Village Adoption	: 8 members
16	Creativity/Finishing School	: 9 members
17	Archive, Documentation and Publicity	: 11 members
18	Discipline and Campus management	: 17 members
19	Transport	: 11 members
20	IT & Website	: 12 members
21	Cleanliness & Beautification	: 14 members
22	IQAC	: 18 members

IQAC: The National assessment and Accreditation Council advocated the establishment of Internal Quality assurance Cell (IQAC) by all the accredited institutions as a post accreditation quality sustenance activity.

The primary aim of the IQAC committee in Pachhunga University College is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

ASSOCIATION

Pachhunga University College establish an influential association for the improvement of the college academic and educational accomplishments. The associations are PUCTA, MTWC, NTSA and PUCCA.

PUCTA:

PUCTA stands for Pachhunga University College Teacher's Association established in 1979. All faculties of the College are its members. Its objective is to stand for the welfare of the members for developing good educational atmosphere in the campus.

The Office bearers with executive members for 2013-15 are:-

Post	Name
President	: Lallungmuana
Vice President	: Dr HS Thapa
General Secretary	: Dr. K. Lalchhandama
Asst. Secretary	: Dr Rahul Verma
Treasurer	: Lalthanzuali Hauhnar
Executive members	: Dr. R.K.P.G. Singh
	: Dr. J.V.Hluna
	: Henry Lalmawizuala
	: Dr. H Lalruatsanga
	: Dr K.K Singh

MTWC:

MTWC stands for Mizo Teacher's Welfare Committee of Pachhunga University College established on 28th April, 1993. All faculty members of Mizo Community working in the College including visiting fellows for the period of their stay in the College are eligible for the member.

Objectives:

a) Promotion of understanding amongst faculty members of the Pachhunga University College.
b) To help each other in times of good and bad weather.
c) To fulfill duties and responsibilities as teachers with dedication.

The current office bearers for 2012-14 session are:

Post	Name
Chairman	: Mr. Lalchamliana
Vice Chairman	: Mr HS Lalsangpuia
Secretary	: Dr H Lalthanzara
Asst. Secretary	: Dr H Lalruatsanga
Treasurer	: Dr Saichampuii Sailo

NTSA:

It stands for Non Teaching Staff Association. The College have a rich tradition of forming a community among its emplyoees. The Non-Teaching Staff Association (NTSA) is an organisation as old as the institution atself aimed to look after the staff welfare. The current office bearers are:

Post	Name
President	: Chawngthankima (Library)
Vice President	: H Lalpianmawia (Physics)
Secretary	: Laldinthara Hnamte (Zoology)
Asst. Secretary	: Ramthara Pachuau (Botany)
Treasurer	: Latanpuii (Finance)
Finance secy.	: Zothanpari

PUCCA:

Pachhunga University College Alumni Association (PUCAA)

The PUCAA is a non-political, non-profit voluntary organization of the former students and faculties of the Pachhunga University College, Aizawl, Mizoram. It is an autonomous body of association charting its own aims and objectives for the welfare of all the alumni, and their relationship with the college in particular, and of the society at large. The association strives for the challenge to be an association with a difference. The college has earnestly desired to constitute an alumni association of some sort, especially in view of its impending 50th anniversary in 2008.

The PUCAA therefore was founded on the auspicious evening of June 6, 2007 (Wednesday), when few enthusiastic alumni gathered at the Conference Hall, Hotel Ritz, Dawrpui, Aizawl, Mizoram, following the initiatives of the Alumni Committee of Pachhunga University College. 'A Get-Together to Form PUC Alumni Association', thereto it was called, marked the birth and christening of the association.

President	: P. L. Liandinga
Vice Presidents	: Chuauzikpuii
	: R. Kapzauva
	: R. Lalmalsawma
General Secretary	: C. Lalrosanga
Secretaries	: David Zonunsanga
	: Lalramliana
	: V. L. Krosshnehzova
Treasurer	: Lalrinmawia Sohnel
Finance Secretary	: Lalchhandama Tochhawng

The PUCAA now is in full functional form, growing in strength and invites any alumni of the college to get enrolled in the association (see the Constitution for details, membership form can be downloaded, and locally available at Synod Office, MZP Pisa Pui, Vanglaini Office, Lengzem Office and Pachhunga University College).

Alumni Activities 2012

Alumni Committee: Activities

i. Ensure smooth functioning of alumni association by organizing dinner,

ii. Participation in the Cultural Day : In pursuance to the invitation from the students Union of our Alma Mater, Mrs. Chuauzikpuii, Vice Presidet and Mr. V.L. Krosshnehzova, Secretary participated in the Cultural Day organized on 14th December 2011 in the College premises and these two representatives of Alumni actively involved in the selection of Best Costume (Male and Female) as judges.

iii. PUC Graduation Day: The Graduation Day organized by the College at 1:00PM on 16th December 2011 in the College premises was attended by Mr. Lalrinmawia Sohnel, Treasurer of PUCAA and fulfilled the invitation received from the College by addressing the final year students who attended the function.

2.3 GOVT. AIZAWL COLLEGE

Government Aizawl College located in the heart of Aizawl city, Aizawl College, the second oldest college in Aizawl, was established in the year 1975. It was affiliated to the NEHU in the year 1975 till 2002 and it received recognition by Government of Mizoram the next year i.e. 1976. It was upgraded to Deficit Grant-in-aid status with effect from 1st November 1984 and became Government on 1st January 1989. The College was included under section 2(f) of the UGC Act 1956 and section 12(B) of the UGC Act 1956 with effect from 17.3.1987. While affiliated to the NEHU, the college was one of the prominent members of the NEHU family. It is now affiliated to MZU and here too the college continues to occupy a prominent position. The College has two streams – Arts and Commerce with eight different disciplines in the Arts Stream offering both general and honours courses.

FACULTY AND ACADEMIC STAFF

Department	Number of staff
Mizo	: 7
English	: 8
Education	: 8
Economic	: 6
History	: 4
Political Science	: 7
Sociology	: 2

Hindi	:	1
Commerce	:	3
Contract Lecturer	:	1
Part-time	:	7

The total numbers of teaching staffs are 54 including principalas on 1.8.2014 (revised and updated) and 14.8% full-time faculty hold Ph.D. degree. There are 11 non-teaching faculty office staff including the librarian Mr. C.Vanlalruaia.

RULES AND REGULATIONS

The rules and regulation of the college are framed by the authority to ensure a peaceful campus atmosphere.

- Honour the College Motto, "Labor Omnia Vincit".
- Proper respect must be shown to the Faculty and Staff of the Institutution.
- Regular attendance (Min 75%) is an essential of Merit. Leave of Absence must be obtained within one week of joining.
- Ignorance of vital information put on the Notice Board is not valid excuse for non-compliance.
- Negligence of personal decency is an offence to the institution and is liable to disciplinary actions.
- Smoking, Chewing pan/tobacco and others intoxicating substance within the campus is prohibited.
- Abuse of any kind of drugs will invite instant action to the extent of dismissal from the College. Peddling of drugs is a crime and subject to legal action.
- Outsiders are not allowed beyond the administrative area.
- Attempt to exert influence over the College administration for personal benefit is an insult to the academic profession and may jeopardize the interested client.
- Partisan politics and propagation of their policies inside the campus is strictly prohibited.
- Students are advised to stay clear of the adjacent Boys' M.E. School during School hours.
- Fees once paid, is not refundable without sanction from competent authority.
- Participation in the extra-curricular programmes is compulsory for students.

- Periodical tests and assignments are essential aspect of evaluation, and may not be absconded without grave consequence.

- Regional and communal interests deterrent to the country's democratic harmony must have no room in the campus.

- Mobile phones must be switched off in the classroom and Examination Hall.

- Ragging within the Campus is an offence to the institution and to humanity and is liable to disciplinary action to the extent of expulsion from the college.

COURSES OFFERED

The College offers Bachelor of Arts (General), Bachelor of Arts (Honours), Bachelor of Commerce (General) and Bachelor of Commerce (Honours) in various Department.

Bachelor of Arts (General)

Affiliated to: Mizoram University

Accredited by: UGC

Course description: The college offers Bachelor of Arts (General) degree. Its three years degree course.

Subjects usually studied under this degree are:

Mizo
English
Education
Economic
History
Political
Science
Sociology
Hindi

Bachelor of Commerce (General)

Category: General

Degree: B.Com.

Mode: Full Time

Level: UG

B.Com (Commerce) - Stands for Bachelor of Commerce. Typically, B.Com is a three year course, minimum eligibility for which is an intermediate (10+2) with subjects such as accounts, mathematics and economics. Commerce consists of a broad range of interdisciplinary branches such as Marketing, Finance, E-Commerce, Accountancy,

Business Administration and Economics. Subjects typically studied under this degree are Accounts, Economics, Business Law and mathematics etc.

COLLEGE ACTIVITIES

Evangelical Union

The evangelical Union was started in the year 1976. Its motto is 'Let your light shine' and its aim is to carry out the vision of the Union Evangelical Students of India (UESI). Regular prayer meetings are held every Wednesday, Friday and Thursday in any vacant room available. Thursday meetings are conducted in English and the other days in Mizo. Fundraising is done through selling edibles during College Week, College Fest, etc. The money raised is gifted to the needy in various Homes, Rehabilitation Centers and Orphanages.

EU leaders for 2013-14 are as follows:

Leader	: S.K. Lalrinngheta
Asst.	: Lalchhanchhuaha
Secretary	: Calvin Lalremsiama
Asst.	: C. Lalropuia
Treasurer	: H. Zosiamliani
Fin. Secretary	: Lalngaihawmi
Music Secretary	: Lalremtluanga
Prayer Secretary	: Janet Lawmsangzuali

Consumers' Club

The Consumers' Club of Govt. Aizawl College was set up in 2006 with a view to imparting consumer awareness and protection among the students. It was set up in line with the policy of the Govt. of India. The Consumers' Club is affiliated to the Mizoram Consumer Union Organisation and promotes consumer awareness programmes through hoardings/signboards, and imparting general consumer education to the students. It also organizes Consumer Awareness meetings and Investor Awareness on Capital Markets under the aegis of Securities and Exchange Board of India (SEBI).

Literature Club

The college Literature Club was founded in 2004 with the sole purpose of encouraging students to develop a taste for literature. The motto is "Thu leh hla hmanga zirlaite kut chhuak pholan leh an theihna haichhuaha tih hmasawn" (To promote the writing talents

of the students through literature). The highlight of the club is the publication of "Sekibuhchhuak," a monthly magazine which is circulated within the college.

The Club is involved in a variety of activities aimed at building confidence and grooming literary talent of students, developing interpersonal skills through different activities and competitions. It also organizes seminars, workshops, poetry–reading/writing sessions and other activities related to Mizo literature; visits to places of cultural importance in different parts of the state. It aims at encouraging more students to get involved in Mizo literature, and conserving and preserving the culture and traditions of Mizos.

Office bearers for 2014-15

President   : Darthansanga
Vice President   : H. Lalhriatzuala
Secretary   : Lalngaihsangi
Assistant Secretary   : Jacob Vanlalhumhima
Treasure   : F. Lalrindiki
Financial Secretary   : Lalremruata
Information Secretary   : AldrinLalmuanawma

Red Ribbon Club

To combat the rapid spread of HIV/AIDS among the youths, the Red Ribbon Club plays a very important role. The Red Ribbon Club makes use of Peer Educators for disseminating awareness among the students through various activities. These activities include: debates, drama, poetry and article/essay writing competitions and others to inculcate awareness to the students and incorporated in college week activities. Students take part in Inter College competitions organized at the State level.

Youth Adventure Club

The Adventure Club aims to take adventure to the students and instill in them the spirit of adventure and thus enable them to face the challenges of a new era.

YAC was introduced in the college on 7th August, 1982. It was registered in 1988 under Firms and Society Registration Act, Govt. of Mizoram which is affiliated to National Adventure Club, New Delhi. The club actively participates in all the activities organized by different government departments and organizations such as Trekking,

Rock Climbing, Water Rafting and Canoeing, Para sailing, Para gliding, Cave exploration, Scuba diving, Sport climbing, Mountaineering, Rappelling and jumaring and many others within and outside the state. Members of the club undergo courses in "Methods of Instruction" as well as "Search and Rescue (Mountaineering)". On the 2nd December, 2011, the club, in collaboration with the NCC, organized a mock drill on disaster management.

The youth Adventure Club of our College was established on the 7th August 1982 and was registered under the firms and Society registration Act in 1988, Government of Mizoram and affiliated to the National Adventure Club (NAC) New Delhi.

Aims and objectives

To explore to all that the world has to offer and to put such activities to good use.

1. To pursue all adventures and activities on land, sea and air.
2. To promote cooperation and fellowship among its members.
3. To teach the Mizo concept of 'Tlawmngaihna', discipline, good behavior, obedience and to inculcate leadership quality among its members.
4. To teach its members to become a good citizen and to promote communal harmony.

YAC leadership for 2013-14 is as follows:

Leader   :   V. Lalhruaitluanga
Deputy Leader   :   Suramonia
Secretary   :   Lalhmangaihzuala
Asst.   :   Lalramtluanga
Treasurer   :   PC Lalngaihzuala
Fin. Secretary :   F. Lallawmzuali

National Cadet Corps (NCC)

The NCC Unit of the College has produced many cadets, won a number of trophies and played a prominent role in all college functions. The NCC aims to develop a sense of national spirit, discipline, patriotism and leadership qualities. Cadets have participated in several national camps on

- Basic rock climbing
- National integration camps
- Pre Thal Sainik camps
- Army attachment camps

- Basic Mountaineering camps
- Basic Leadership camps
- Pre Republic Day camps
- Para training course
- Pre Everest expedition
- Combined annual training camps

National Service Scheme (NSS)

NSS Unit has a high profile and a long tradition in the field of service to the community and the college neighbourhood. Under the active supervision of the Programme Officers, the NSS provides opportunities for students to take part in various useful activities. These activities include Tree Sapling Plantation, construction of Public Urinals and Waiting Sheds, organizing Awareness Programmes related to Drugs/AIDS, observation of cleanliness day in the college, blood donation and environment awareness among others. This enables students to develop their overall personality through community service.

Students' Union

The first Students' Union Election was held on 23rd September, 1975, the year the College was established. Under the Presidentship of the Principal, elections are held annually.

The present elected leaders of the Students' Union for 2014-2015:

- Vice President : Lalchhanhima
- General Secretary : Ricky Lalchhandama
- Asst. Secy. : Malsawmtluanga
- Secretary, Outdoor Games : Vanlallianzela
- Asst. Secy. : V.L. Rorelfela
- Secretary, Indoor Games : Nicky Lalhmingsanga
- Asst. Secy. : Henry Lalnuntluanga
- Secretary, Social & Cultural : R.Ramhruaitluanga
- Asst. Secy. : IsaakLallawmawma
- Secretary, Debating and Literary : Lalchhanchhuaha
- Asst. Secy. : Lalfakzuala
- Editor, Magazine : Lalramtluanga
- Asst. Secy. : J.H Lalrinzuala

Govt. Aizawl College has form a robust Committee and Association for the proper planning and implementation of good educational system. 17 committee and association are functioning under the leadership of each group carefully chosen by the authority along with committee members.

1. IQAC Cells/Committee 2011-2016:9 members
2. ICT Committee:7 members

   Work to be pursued:

   a) Ensure adequate / up to date computer facilities,

   b) Provides access to computers for the faculty,

   c) Provides access to computers for the students,

   d) Provides internet facility for faculty & students,

   e) Institution has a website facility, updated regularly.

3. Curricular Aspects Cell : 5 members

   Work to be pursued:

   a) Curriculum design & development

   b) Offers a number of program options leading to degrees,diplomas & Certificates,

   c) Curriculum offers a number of elective options.

   d) Number of value-added courses offered (Entrepreneurship, personality dev.Courses, etc.)

   e) Choice-based credit system & semester initiated in the college

   f) Feedback on curriculum (feedback from students, alumni, parents & employers)

   g) Curriculum update:

   h) Best practices in curricular aspects (curricular design & development/ academic flexibility/any other quality initiative practices)

4. Teaching-Learning and Evaluation Cell: 6 members

   Work to be pursued:

   a) Admission process & student profile

   b) Catering to diverse needs

   c) Teaching-learning process

   d) Teacher quality

   e) Evaluation process and reforms

5. Research, Consultancy and Extension Cell: 5 members

Work to be pursued:

a) Promotion of Research

b) Research & Publication output

c) Render consultancy services to Govt, NGOs, community & public

d) Organise NSS/NCC activities

e) Awards & recognition received for extension activities

f) Collaborations : Institution level/local, National/State, International

6. Infrastructure Cell: 4 members

Work to be pursued:

a) Provides necessary facilities for classrooms

b) Provides sports facilities for students / faculty

c) Has necessary facilities for general computer education of students

d) Adequate system for maintaining computer & network facilities.

e) Staff rooms, common rooms for students, rest rooms & toilet, health centre, vehicularparking, canteen, transport, etc.)

7. Student Support and Progression Cell: 7 members

Work to be pursued:

a) Monitor students progression

b) Facilitate progression to employment

c) Ensure institutional information access & dissemination

d) Provide health services optimally

e) Organise student cultural activities

f) Students' participation in institutional sports, state-level sports, national-level sports &international-level sports events.

8. Governance And Leadership Cell

Work to be pursued:

a) Institutional vision & leadership

b) Strategy development & deployment

c) Human resource management

d) Financial management & resource mobilisation

9. Innovative Practices Cell: 3 members

Work to be pursued:

a) Internal quality assurance system

b) Inclusive practices

c) Stakeholder relationship

10. Disciplinary Cell: 5 members

Work to be pursued:

a) Responsible for students' discipline (smoking, taking drugs, attendance, etc.

11. Grievance Redressel Cell: 4 members

Work to be pursued:

a) To collect various grievances from students and find suitable solutions.

12. Sexual Harassment Redressal Cell: 4 members

Work to be pursued:

a) To be specified by the cell as required

13. Medical Cell: 6 members

Work to be pursued:

a) Arrangements may be made for medical check-up of all the students

b) Arrange medical clinic in the campus periodically

c) Arrange First Aid Class, etc. for interested students

d) Maintain health record of all students.

14. Creativity Cell: 6 members

Work to be pursued:

a) To be specified by the cell

15. Sanitation and Beautification Cell: 8 members

Work to be pursued:

a) Arrange programmes to beautify the college (painting the building, planting flowers& plants in and around the campus, re-arrangement of furniture, etc. to ensure the beauty of the campus).

b) Make plans to renovate the building, steps, corridors, window glasses, etc where

necessary.

c) Make arrangements to clean the building and campus, etc periodically with the help of students.

d) Select students from each class and depute the maintenance of their respective classrooms.

16. Career Guidance and Councelling Cell

   Work to be pursued:

   a) To gather information on job avenues and concerns related to the courses that the college offers.

   b) To organize guidance workshops for informing students about emerging professional trends and events, job profiles, entrepreneurship, market needs and risks, and toimpart training in soft skills.

17. Library Committee: 5 members

   Work to be pursued:

   a) Library as a learning resource
   b) Effective & user-friendly library operations (issue of books, getting necessary references, etc)
   c) Reading room facility for faculty & students,
   d) Reprographic facilities
   e) Internet facility for information retrieval,
   f) Library committee & its effective functioning
   g) Computerisation of library & networking with other libraries.
   h) Best Practices in Library as learning resources.

CHAPTER – III

INFORMATION SOURCES AND SERVICES

3.1 INTRODUCTION

The word information derives from the Latin informare (in + formare), which means "to give form, shape, or character to" something.[23] Etymologically, it is therefore understood to be the formative principle of something, or to imbue that something with a specific character or quality. However, for hundreds of years, the word information has been used to signify knowledge and aspects of cognition such as meaning, instruction, communication, representation, signs, symbols, etc. This can be clearly appreciated in the Oxford English Dictionary, which defines information as "the action of informing; formation or molding of the mind or character, training, instruction, teaching; communication of instructive knowledge". A further definition is "What is conveyed or represented by a particular arrangement of things", the dots on the head of matrix printer shape a letter, the bar code on an item of merchandise represents facts about the nature, origin, and price of the merchandise, and a sequence of letters can convey a possible infinite range of meanings.[24]

Two of the most outstanding achievements of the twentieth-century were the invention of computers and the birth of molecular biology. The advances made in these two fields over the past three decades have resulted not only in the generation of vast amounts of data and information, but also in a new understanding of the concept of information itself. Furthermore, modern science is unraveling the nature of information in numerous areas such as communication theory, biology, neuroscience, cognitive science, and education, among others.

Information is an important and key resource for every organization and is an essential input for all types of organization. Information is all around us and next to matter and energy it is the most important and common entity in this world. It moves the world. Being a much over used term it is least understood and there is no consensual definition of it. But its properties are numerous and well recognized[25].

The users continuously interact with the information unit. In fact, the very existence of an information unit owes to its users. The collection of varied sources of information, designing of an information unit, services planned all are governed by his needs, attitudes, demands and characteristic. Infect the user is the focal point of all information system[26].

3.2 INFORMATION SOURCES AND SERVICES

The quality of teaching and learning of students and teachers in any college system depend on information sources and services. Information availability, accessibility, and use are essential to the teaching, learning, research, and service activities of students and teachers.

3.3 Sources of Information

The beginning of information sources may be traced to man's earliest attempts to record thoughts, concepts, ideas and events. Information source can be said as any source where we get the information; it can be from television, internet, radio, magazine etc. Earlier books, radio and other print media etc. are the main source of information. But now, due to rapid growth of information technology and the fast changing of natural development, the information can be browse from different source of materials.

According to Lancaster communication in science technology can be by two ways: Formal and Informal. Formal communication is mostly communication by means of documents in some type of printed form, whereas, informal communication is mostly communication through conversation, face-to-face or by phone. These two categories can also be described as documentary and non-documentary sources[27].

There is more information available now than in the entire history of humanity, and the amount is still growing, as such there are many different types of sources that may be useful in learning and teaching for students and teachers. It is important to understand the difference between these and how they can best be used and accessed.

3.3.1 *Primary source of information:*

A primary source is an original work created by a person who was directly involved in the subject of the work. Primary sources give you first-hand information. They are original materials on which other research is based. They present original thinking, report a discovery, or share new information.

Examples include:

1. Interviews (e.g., oral histories, telephone, e-mail);
2. Journal articles published in peer-reviewed publications;
3. Newspaper articles written at the time;
4. Proceedings of Meetings, conferences and symposia;

5. Survey Research (e.g., market surveys, public opinion polls);

3.3.2 *Secondary source of information:*

Secondary sources are works about primary sources. They analyze, critique, report, summarize, interpret or somehow restructure an original work. The references found in secondary sources can also help you find primary sources. In many cases, the papers you write will be secondary sources.

Examples include:

1. Biographical works;
2. Monographs, other than fiction and autobiography;
3. Textbooks
4. Criticism
5. Reviews of the literature

3.3.3 *Tertiary source of information:*

Tertiary sources consist of information which is a distillation and collection of primary and secondary sources. The primary function of tertiary sources of information is to aid the searcher of information in the use of primary and secondary sources of information.[28]

Examples include:

1. Almanacs;
2. Bibliography of Bibliographies;
3. Directories;
4. Guidebooks;
5. Manuals;
6. Dictionaries and Encyclopedias

3.3.4 *Non-Documentary sources:*

Non-documentary sources of information form a substantial part of communication especially in science and technology.[29] There are two kinds of sources:

i) Formal source of information
ii) Informal source of information

Formal sources include research organizations, societies, industries, government departments, universities, consultants, etc.

Informal sources includes conversation with colleagues, visitors, attendance at professional meeting, etc. Informal source are live sources, which are extremely important in the process of communication.

3.4 Information Services

Information service play an important role in any organization to attain their respective goal. It improve the quality of living that any agency or department responsible for providing processed or published information on specific topics to an organization's internal users, its customers or the general public.[30]

Scientific renaissance of 16th and 17th century and later developments led to enormous growth in scientific and technical literature. With the result especially over the last hundred years, the scientists have been finding it difficult to cope with literature. It is becoming more and more difficult for them to keep themselves up-to-date and well informed in the field of their specialization. The present situation in the social science and the humanities has also become difficult, due mainly to the great advances made by knowledge.[31] Thus, information service was started first in scientific and technical libraries because scientists and technologists were the first to feel the acute problems of increasing amount of literature. But today, other kinds of libraries are also beginning to provide this kind of service.

3.4.1 *Concept of information service*

There are two aspect of information service. These are:

a) Provision of information on demand, and

b) Provision of information in anticipation.[32]

User need information in a specific subject but don't know where to trace the location of required information. He approaches the reference/information desk and makes a request for information by means of a specific query. He would be provided an answer to his query on demand. This would form the first part of information service.

The second aspect aim to keep the user well-informed and up-to-date in his area of specialization. This is a method of dissemination of information or current awareness service (CAS).

One of the most important tasks of a library is to make information available and encourage people to use it, by offering a range of information services. Information

services should improve access to information, not only for people who can come and visit the resource centre, but also for those who are based far away, or who cannot come in for other reasons.

This section includes:

1. Developing a strategy

2. Staffing and opening hours

3. Advisory services

4. Lending

5. Photocopying

6. Document supply

7. Referral services

8. Current awareness services

1) Developing a strategy

Different library provide different information services, depending on users' needs and the resource centre's capacity. Although this section describes a number of different services, it is important to consider the needs of the resource centre's users, and the resources available (funds and staff time), and provide only those services that match these criteria.

If the resource centre is small, and has only limited staff time and financial resources, it may be sufficient to organise the materials carefully, ensure that they are kept up to date (by purchasing new editions and new titles), and provide users with skills for using the materials effectively. The most commonly provided services include lending, reservation, advisory services, literature searches and photocopying. A larger resource centre with more staff time and resources could offer more services. A resource centre whose users are at a distance would have to consider which services would help it to reach out to the users.

Information services can provide an opportunity for income-generation. Many resource centres generate some income by charging for services such as searches, reservations and photocopying. Decisions about charging should be made as part of the financial planning process.

2) Staffing and opening hours

If possible, the library should be staffed whenever it is open. Staff absences due to holidays or sickness should be covered. Everyone who is responsible for library duty needs to be familiar with the collection and the services that are offered.

It is important to think carefully about how many people are available to be on duty in the library, and how many hours it would be useful for the library to be open.

3) Advisory services

Library staffs usually help people find the information they need by discussing their needs with them in a reference interview, and helping them find materials themselves or carrying out a literature search.

Reference interviews

Some users ask for a specific publication, which they believe is the only one containing the information they need. However, by discussing their needs with them, it might be possible to refer them to a better source of information.

Discussions such as these are often called 'reference interviews'. They vary in length according to the needs of the user.

Library staff knows more about the collection than anyone else and are there to provide guidance. However, it is not practical to spend much time with every user every time they come into the library. People visiting for the first time will require more advice than regular users. Regular users may need help if they are looking for information on a new subject area. Staff will need to ask them what they need the information for, whether they need particular types or formats of information, and how soon they need it.

It is best to direct users to materials that will probably be useful, but encourage them to ask for more help if they need it.

Literature search

Literature searches mean searching sources such as catalogues, databases, bibliographies, indexes, periodicals, books, newsletters, CD-ROMs, e-mail and the Internet, or contacting other organisations, to locate materials on a particular subject.

Literature searches form an important part of an advisory service. It can be useful to show users how to carry out database searches themselves.

To carry out a literature search, it is important to be clear what is needed. Find out from the user:

• What subject areas the material must cover

• How the information is to be used (for example, training, health education, personal updating)

• What format is preferred (for example, articles, books, videos)

• What time-span the material should cover (for example, new material for a newsletter, or both older and new material for a subject overview)

• How soon the information is required.

4) Lending

Lending allows users to read or view materials in their own time. It is especially useful for users who are based some distance from the library.

There is, however, a problem with lending - the failure to return materials. For this reason, some libraries only lend materials to staff in the same organisation, or to the member of that library.

Reservation

If a user needs material that is on loan, staff might offer to reserve it for them once it is returned. If a user needs materials that are not held in the resource centre, staff might offer to include it in the next batch of orders, or borrow it from another resource centre, and notify them when it has been received.

Inter-library lending

Inter-library lending means one library or resource centre lending materials to another. It can enable users to obtain materials that are not in their local resource centre. Inter-library lending is often organized by networks, although some national libraries will lend to resource centres for a membership fee or deposit, intended to cover loss or damage to materials.

It can be very useful to borrow materials through a network. If the network requires materials to be lent in return, and there is a worry about what might happen to them,

materials could be lent on the basis that they must only be used in the borrower's resource centre, and not taken away.

5) Photocopying

Photocopying articles from periodicals or pages from books makes information more easily accessible. If the resource centre offers a photocopying service, the resource centre budget needs to include photocopier maintenance and accessories such as paper and toner.

It is important to be aware of copyright laws, which allow only a few pages to be photocopied unless permission is given. Some publishers are happy for their materials to be photocopied or adapted for education and training without being asked permission. If so, they always state this clearly in the publication. It can be useful to add copyright details to notes about the publication in the catalogue, so that these are known before the material is taken off the shelf.

It is best to check about copyright in the country concerned. The national library usually has this information.

6) Referral services

Referral means suggesting where a user can find information that is not available in the resource centre. Referral services are among the most important services offered by the library.

No library can hold all the materials available on all the subjects of interest to their users. It is important to know about other sources of information, so that users can be referred to them if necessary.

7) Current awareness services

A current awareness service is ways of letting users know about materials that have been newly received in the resource centre. Current awareness services include:
• Current awareness bulletins
• Selective dissemination of information
• circulating documents
• Displaying newly acquired materials and using noticeboards.

Current awareness bulletins (CAB) contain details of new materials, book reviews, announcements about meetings and conferences, and news of resource centre activities. Current awareness bulletins are particularly useful for larger libraries, or for libraries whose users are widely dispersed. They help users to keep up with a range of new developments. The practicalities of producing a current awareness bulletin are similar to those of producing a newsletter

Selective dissemination of information (SDI) means notifying individual users, or groups of users, about materials that will interest them. It is possible to keep up-to-date with what different individuals or groups are interested in through ongoing needs assessment work, advisory services and reference interviews.

Displaying newly arrived materials helps users to notice new materials, and makes the resource centre look lively and attractive. Noticeboards can be very useful for displaying the contents pages of newly received periodical issues, or copies of the covers of new books, reports and audio-visuals materials. Displays are useful for attracting the attention of non-regular resource centre users, and visitors to the organisation.

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CHAPTER - IV

INFORMATION SOURCES AND SERVICES AT PACHHUNGAUNIVERSITY COLLEGE AND GOVT. AIZAWL COLLEGE LIBRARY

4.1 INTRODUCTION

Pachhunga University College and Govt. Aizawl College libraries aim to provide wide and efficient information sources and services to the teachers and students as well as others users. In most of the academic libraries students visit the library more frequently as compared to other users. Pachhunga University College provide a normal size of departmental library for department use with a small size collection. Libraries of both the college play an important role in promoting students and teachers' academic advancement. Both the college libraries provide a best possible measure to the users in pursuing higher education and thus, user satisfaction.

4.2 INFORMATION SOURCES AND SERVICES AT PACHHUNGA UNIVERSITY COLLEGE

Introduction

Pachhunga University College started as a Private Night College in 1958 which is also the year of establishment of the library with Mr. Lalmakthanga as the Librarian. The first separate library building was set up in 1960 with a mere two cupboards of books which soon grew to be one of the best college libraries in the whole North-East Region. It was known for its collection which consists of rare books and a good reference section. Unfortunately in 1981 due to insurgency of the locals the library which was built up for more than twenty years with a collection of 25000 books was burnt down to ashes. The College Library then took its rebirth in 1984-85, since then the collection of books have been growing steadily along with its staff and building. Due to natural calamity and also with the need for extension, the library building was dismantled in 2010 and is rebuilt with a well-planned architecture which is now occupied and is functioning in full swing since 12th July, 2013. The new library is now equipped with new furniture worth Rs. 46,08,140/- (Rupees Forty Six Lakhs Eight Thousand One Hundred and Forty Only). It has become the centre of attraction for the students as well as teachers and it hopes to move forward in building a modern library which is well equipped, user friendly and resourceful such that researchers of different university can get maximum benefit from it.

The building also provides the following services:

1. Fire alarm & Fire fighting system (smoke detector)

2. Parking for two wheeler and Light Motor Vehicles (LMV)

4.2.1 Department Wise Area:

1. Ground Floor (Entry Level): 390.35 sq. m.

2. First Floor: 390.73 sq. m.

3. Basement Level: 155.52 sq.m.

Existing Staff: The Library is headed by Assistant Librarian, Dr. Lalthanmawii Sailo and has a total strength of 10 regular staff.

a)   1 - Professional Assistant

b)   1 - Semi-Professional Assistant

c)   4 - Junior Library Assistant

d)   3 - Library Attendant and;

e)   1 – Cleaner.

4.3 Collection of library:

As of today the library has a total collection of 46106 books, 1824 number of donated books totalling to 47930 altogether and 2846 reference books. It may be noted that the total expenditure during the financial year 2013-14 is more than 15 Lakhs for purchase of books alone. The library is at the moment subscribing 33 journals, 4 local newspaper and 5 National Newspapers.

4.3.1 *Subject wise details of books:*

1) English   -   2449

2) Language   -   207

3) History   -   3495

4) Commerce   -   1334

5) Public Administration   -   1262

6) Economics   -   2650

7) Political Science   -   2800

8) Law   -   482

9) Generalities   -   552

10) Education   -   1245

11) Psychology	-	717
12) Religion	-	365
13) Philosophy	-	833
14) Sociology	-	1365
15) Technology	-	433
16) Mizo	-	4160
17) Astronomy	-	240
18) Environmental Science	-	959
19) Biotechnology	-	390
20) Chemistry	-	1498
21) Physic	-	2440
22) Zoology	-	1071
23) Biology	-	1219
24) Botany	-	1200
25) Geology	-	883
26) Geography	-	1272
27) Statistic	-	976
28) Mathematic	-	1634

4.3.2 *Regular subscribed Journals at present:*

1. National Geographic	-	Monthly
2. Competition Success	-	Monthly
3. Competition Affair	-	Monthly
4. Chronicles	-	Monthly
5. Fastrack	-	Monthly
6. Science Report	-	Monthly
7. Digit	-	Monthly
8. Lengzem	-	Monthly
9. Career 360	-	Monthly
10. Science Refresher	-	Monthly
11. India Forbes	-	Monthly
12. Pratiyogita Darpan	-	Monthly
13. Yojana	-	Monthly
14. Kurukshetra	-	Monthly

15. MZP Chanchinbu	-	Monthly
16. Journals of Geological Society of India	-	Monthly
17. Employment News	-	Weekly
18. Economics of Political Weekly	-	Weekly
19. Graphity	-	Weekly
20. Out Look	-	Weekly
21. India Today	-	Monthly
22. Eye	-	Weekly
23. Time	-	Weekly
24. Mainstream	-	Weekly
25. Sportstar	-	Monthly
26. The week	-	Weekly
27. Down to Earth	-	Fortnightly
28. Frontline	-	Four-monthly
29. Mizo studies	-	Quarterly
30. The Indian Journal of Public Adm.	-	Quarterly
31. Contemporary sociology	-	Bi-monthly
32. Indian literature	-	Bi-monthly

4.3.3 *Newspapers Subscribed*

1. Vanglai
2. Aizawl Post
3. News line
4. The Zozam Times
5. The Hindu
6. Sunday Times
7. Employment News
8. The Assam tribune
9. The Telegraph

New Initiation:

Since the functioning of the new library, importance has been given to educate the user. For this purpose orientation programme for students - semester wise for different departments have been organized.

Stock Verification of the existing library holdings is also an on-going process apart from retro-conversion of the library catalogue.

Status/Activities during 2013-14:

1. Total Number of Journals Subscribe (i.e. weekly, Monthly, Bi-monthly, Quarterly etc)-33

2. Total number of new books purchased during this year (2013 – 2014) - 2538

3. The total expenditures for purchased of Books – Rs 1,575,447.00

4. The total number of book issue during the academic year – 8783

5. The Average of book issued daily – 37

6. The total number of Library visitor during the academic year – 13858

7. The average of visitor daily – 57.74

4.4 SERVICE RENDERED BY A LIBRARY

Library is essentially a service organization to cater to information needs of its users. Pachhunga University College acquires the documents, processes and organizes them on the shelves for purposeful utilization of its resources and provides various useful services to its users. The various services provide by the library are given below:

4.4.1 Circulation Service:

It is one of the most popular services of the library. It is also called lending service as books are lent or issued to the users by circulation section according to users' entitlement. Pachhunga University College library is using manual card system for charging and discharging of books. As the library is still developing for fully automation and around 70% of all books are automated using Soul 2.0 from INFLIBNET.

4.4.2 Books reservation:

When a particular book required by any user is already issued out, then issue and return counter staff writes down the name of the user and details of that book in a register maintained by them (very shortly such reservation will be undertaken online).

4.4.3 Renewal/reissue:

Any book may be renewed/reissued on its due date provided, if it is not reserved by any other user or it is in heavy demand.

4.4.4 <u>Conditions of loan</u>:

Reference books, rare books periodicals (loose issue and bound volumes) and such other reading materials as marked 'Not to be Issued', 'For Consultation Only' shall not be issued out on loan except with the special permission of the Librarian-In-Charge.

Books on loan with members can be recalled by the 'Librarian In-Charge' at any time without assigning any reason thereof.

4.4.5 <u>Photocopying service</u>:

In order to save the users timings and to take the important articles and reference materials. Library is providing photocopy service. Students can Xerox reading materials in PUC library at normal cost. The service provide black and white photocopy machine available on the ground floor of the library.

4.4.6 <u>Internet access facility – e-resource centre</u>:

The college has an Internet Resource Centre cum UGC Networking Centre sponsored by DST (FIST) and UGC. A student Internet Resource Centre was inaugurated in 2009. The centre is open for the students on all working days. It provides access to the Internet and caters to the very need of the students in the field of information technology. The college also provides free wi-fi internet access to all academic and administrative building through MHRD National Connectivity programme. The College also has a functional Networking system with online students' database system.

4.5 INFORMATION SOURCES AND SERVICES AT GOVT. AIZAWL COLLEGE

Introduction

The Aizawl College Library has been functioning since the inception/establishment of the college in 1975 within a small space. Now, the total collection of Books is about 28775 volumes, and out of this collection, the number of books may be categorized as the following:

Course books   -   27,200
Reference   -   2,500
Rare Collection   -   500
Journals/Magazine   -   31

4.6 LIBRARY STATISTIC

Separate Library:

a. Floor surface   - 1453sq.ft

b. UGC Resource Centre (Internet)   - 180sq.ft.

c. Computer room   - 336sq.ft.

4.6.1 *Subject wise details of books:*

a. English   - 3900

b. Mizo   - 3921

c. History   - 4015

d. Economics   - 3800

e. Political Science   - 4100

f. Education   - 3895

g. Commerce   - 2812

h. Sociology   - 2025

i. Hindi   - 305

4.6.2 *Regular subscribed Journals at present:*

a) Time (USA)   - Fortnightly

b) Frontline   - Fortnightly

c) India Today   - Weekly

d) Yajona   - Monthly

e) Mainstream   - Weekly

f) Outlook   - Weekly

g) N.E. Panorama   - Monthly

h) N.E. Sun   - Monthly

i) Sportstar   - Weekly

j) Employment news   - Fortnightly

k) Hindi journal   - Monthly

l) Competition Affairs   - Monthly

m) Dialogue   - Quarterly

n) Indian Journals of Commerce   - Quarterly

4.6.3 *Journals in Mizo:*

a) Meichher   - Monthly

b) Thu leh Hla   - Monthly

c) MZP Bulletin   - Monthly

d) Hriselna   - Monthly

e) MUP Chanchinbu   - Monthly

f) YMA Chanchinbu   - Monthly

4.6.4 *Newspapers Subscribed (English):*

a) Time of India (National)

b) The Hindu (National)

c) The Telegraph (National)

d) Employment News (National)

e) Mizoram Post (Local)

f) News Links (Local)

4.6.5 *Local Newspapers (Mizo):*

a) The Aizawl Post

b) The Zozam Times

c) Vanglaini

d) Mizo Aw

e) Tawrhbawm

f) Dingdi

g) Hnehtu

4.7 SERVICES RENDERED BY A LIBRARY

The main task of the college library is to supplement the teaching and learning process of teachers and learners. For this purpose and also to make their teaching and learning more effective, the library has to set various services, so that the information needs of teachers and students are satisfied. While the service of college libraries in their early stage was restricted to circulation of books, with the changing circumstances today, we find several services extended to their users.

4.7.1 Reprographic Service:

Govt. Aizawl College library provides a facility for making photocopy of documents at normal charge. It offers black & white photocopying and printing.

4.7.2 Internet service:

U.G.C. NETWORK RESOURCE CENTRE has been established through the grant received from UGC. Sets of Computers were installed with Internet facilities through which students; teaching and non-teaching staffs can access Global information relating to their academic needs. The committee increase the seating capacity of UGC Resource Centre at 20 seater. Student used the internet to browse different E-resources and also through N List-INFLIBNET-eJournals.

4.7.3 Circulation service:

Circulation of books to the library members is one of the major jobs in the library. Library members such as students, teachers and non-teaching staffs are eligible to borrow books as per library rules. The identity card is to be produced for the issue of books. To use documents available to the library, 3 readers' cards are issued to students through which they can borrow up to three books at a time for 5 days. Teaching Staff can borrow up to 10 books at a time for one academic session while non-teaching staff are allowed to borrow up to 3 (three) books for one month. At the time of issuing library readers' card, students are given demonstration to know how to use library resourcefully, to become regular users of the library, to consult journal and other reference books and to impart zeal of belonging/ownership.

4.7.4 Barcode Scanner:

The library circulation system is maintained by Barcode scanner reader with integrated of SOUL software taken from INFLIBNET.

4.8.4 Reading rooms in the library:

Students are expected to make the maximum use of the library and reading room facilities has been provided in the College library. Strict silence should be observed inside the library and reading room. Umbrellas, handbags and other personal belongings must be kept on the rack provided, before entering the reading room.

4.8.5 <u>Library hours/ timings:</u>

The Library functions for nearly 8 to 9 hours during most of academic session. Library hours are subject to change and all changes in timings are notified on the notice board well in advance. The library remains open round the year except Saturday, Sunday and Govt. Holiday. The library hours are as Monday to Friday 9:00 AM to 5:00 PM.

4.8.6 <u>Loss of library books/library cards:</u>

Members are responsible for the books borrowed on their library card. Neither the books nor the tickets are lent to anyone else.

Loss of library books and library card is reported immediately in prescribed form to the Library In-Charge.

When a library ticket is lost a duplicate ticket shall be issued on the payment per library card. The member shall however continue to be responsible for any loss that the library may suffer through the loss/misuse of the lost card.

4.8.7 <u>Purchase of books:</u>

Books volume 1290 (course books) was purchased and it was spend amount of Rs. 305,034/- during 3013 – 2014 financial year.

4.8.8 <u>News Paper Clipping:</u>

Govt. Aizawl College library has retrieved News Paper Clipping and still running with Rare Collection Cells for research purpose.

CHAPTER - V

Analysis of Data and Presentation of Findings

5.1 Data Analysis and findings

The purpose of the study was to investigate the use of information sources and services by teachers and students of Pachhunga University College and Govt. Aizawl College. In all 270 questionnaires were distributed among the faculty member and students of both the colleges. Out of 270 questionnaires distributed, 210 were received back, making the response rate 77.8%. All the receive back were analyzed for the present study.

GENERAL STATISTIC OF THE RESPONDENTS

5.1.1 College wise distribution of respondent's

Questionnaires are distributed among the respondents of all the teachers and students of Pachhunga University College and Govt. Aizawl College. The college wise distribution of the respondents are given in table 1A supported with figure 1A for analysis.

Table 1A. College wise distribution of respondents

College	Number
PACHHUNGA UNIVERSITY COLLEGE	115
GOVT. AIZAWL COLLEGE	95
TOTAL	210

Figure 1A. College wise distribution of respondents
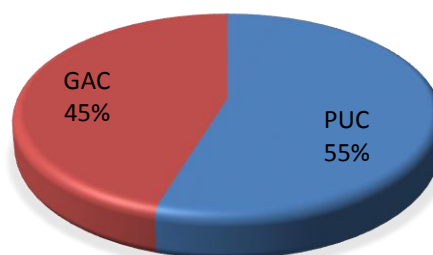
GAC=Govt. Aizawl College, PUC=Pachhunga University College

The data given in table 1A indicate that out of 210, 115 (55%) are the respondents from Pachhunga University College and 95 (45%) were the respondents from Govt. Aizawl College.
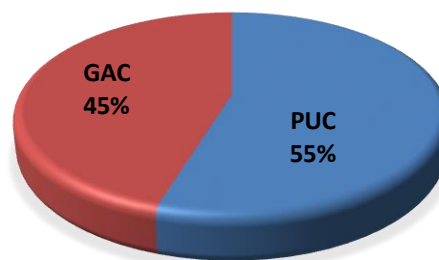
5.1.2. Students wise distribution of respondents

Distribution of students respondents from both the colleges are given in table 1B with figure 1B for clear information.

Table 1B. Students wise distribution of respondents

College	Number
PACHHUNGA UNIVERSITY COLLEGE	96
GOVT. AIZAWL COLLEGE	78
TOTAL	174

Figure 1B. Students wise distribution of respondents

GAC=Govt. Aizawl College, PUC=Pachhunga University College

Table 1B shows that Students of Pachhunga University College respondents constitute a larger part of the survey population, 96 (55%) as against 78 (45%) students of Govt. Aizawl College. The graphical representation of the respondents base on the distribution of teachers from both college is given in figure 1B.
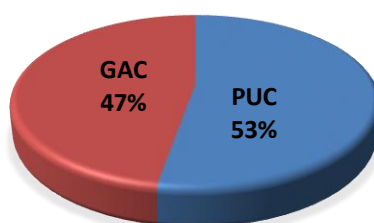
5.1.3. Teachers wise distribution of respondents

Distribution of teachers respondents from both the colleges are given in table 1C with figure 1C for clear information.

Table 1C. Teachers wise distribution of respondents

College	Number
PACHHUNGA UNIVERSITY COLLEGE	19
GOVT. AIZAWL COLLEGE	17
TOTAL	36

Figure 1C. Teachers wise distribution of respondents

GAC=Govt. Aizawl College, PUC=Pachhunga University College

Table 1C shows that a total of 19 (53%) respondents are teachers from Pachhunga University College while 17 (47%) of them are teachers from Govt. Aizawl College. This is expected as Pachhunga University College constitutes the majority in a college population. The graphical representation of the respondents base on the distribution of teachers from both college is given in figure 1C.

5.1.4. Frequency of library visit

The frequency of library visit to the library is to ascertain that users are getting benefit from the library resources. Analysis of students' frequency distribution of respondents' visiting the library is presented in table 2A supplemented with figure 2A for clear understanding.

Table 2A. Frequency of library visit by students

Period	PUC	%	GAC	%
DAILY	37	38.9%	26	33.8%
WEEKLY	53	55.8%	40	51.9%
MONTHLY	5	5.3%	11	14.3%
NEVER	0	0.0%	0	0.0%
TOTAL	95	100%	77	100%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 2A. Frequency of library visit by students
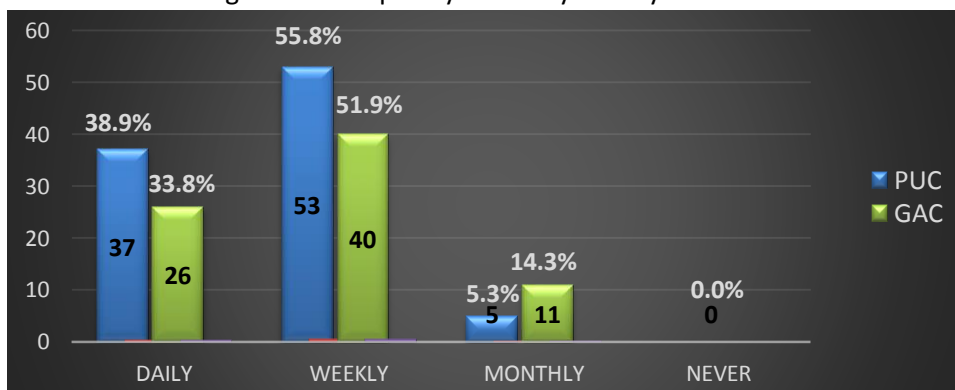
PUC=Pachhunga University College, GAC=Govt. Aizawl College

Findings in Table 2A shows that 37 (38.9%) students of Pachhunga University College and 26 (33.8%) students of Govt. Aizawl College visit the library daily. 53 (55.8%) students of Pachhunga University College visitthe library weekly while 40 (51.9%) students of Govt. Aizawl College visit weekly. While only 5 (5.3%) respondents from the students of Pachhunga University College visit the library monthly, whereas 40 (51.9%) respondent from Govt. Aizawl College visited the library monthly.

Significant variance is evident, in term of how frequently teachers visited the library. Table 2A indicates the frequency of library visit by teachers.

Table 2B. Frequency of library visit by Teachers

Period	PUC	Percentage	GAC	Percentage
DAILY	0	0%	0	0%
WEEKLY	6	32%	8	47%
MONTHLY	13	68%	9	53%
NEVER	0	0%	0	0%
TOTAL	19	100%	17	100%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Table 2B. Frequency of library visit by Teachers
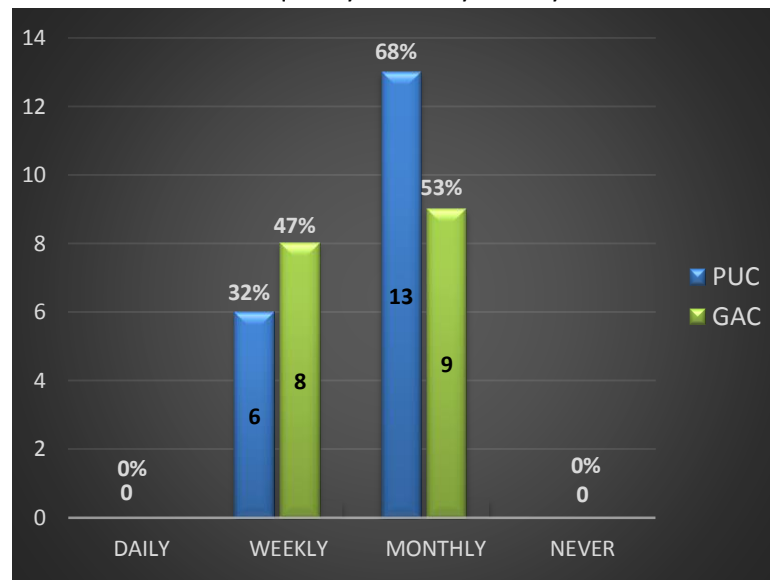
PUC=Pachhunga University College, GAC=Govt. Aizawl College

The respondents of teachers from both the college shows that they never visit the library daily. While 6 (32%) respondents from Pachhunga University College visited the library weekly and 8 (47%) respondent visited weekly. 13 (68%)

respondents from Pachhunga University College visit the library monthly whereas 9 (53%) teachers of Govt. Aizawl College visit the library monthly.
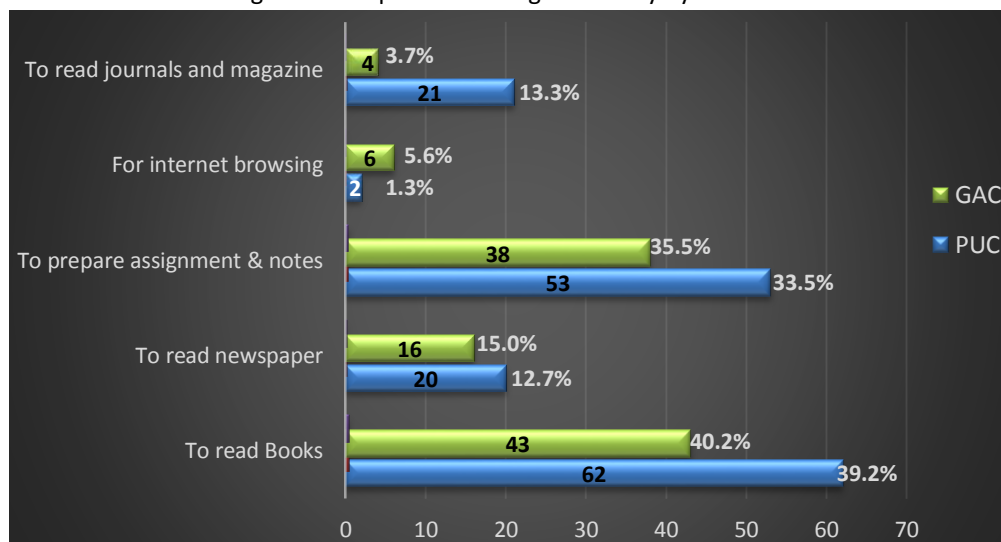
5.1.5. Purpose of visiting the library

Purpose of visits gives essential information about the materials that are required for the library users. This helps the librarians in developing the library collection as well as the services and facilities to provide better service to its users. Table 3A indicates the purpose of visits to the library by students which is supplemented with figure 3A for better understanding.

Table 3A. Purpose of visiting the library by students

Purposes	PUC (n=96)	Percentage	GAC (n=78)	Percentage
To read books	62	39.2%	43	40.2%
To read newspaper	20	12.7%	16	15.0%
To prepare assignment & notes	53	33.5%	38	35.5%
For internet browsing	2	1.3%	6	5.6%
To read journals and magazine	21	13.3%	4	3.7%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 3A.Purpose of visiting the library by students

PUC=Pachhunga University College, GAC=Govt. Aizawl College

The students respondents from both the colleges were asked to indicate the purpose of visiting the library. It reveals that 62 (39.2%) respondents from Pachhunga University College visit the library to read books while 43 (40.2%) respondents from Govt. Aizawl College visit the library to read books. 20 (12.7%) and 16 (15.%) respondents from Pachhunga University College and Govt. Aizawl College visit the library to read

newspaper. To prepare assignment and notes 53 (33.5%) respondents from Pachhunga University College visit the library whereas 38 (35.5%) students respondents from Govt. Aizawl College visit the library. For internet browsing only 2 (1.3%) and 6 (5.6%) students' respondents visit the library. To read journals and magazine 21 (13.3%) from Pachhunga University College visit the library while only 4 (3.7%) respondent from Govt. Aizawl College visit the library for the purpose.

Table 3B along with figure 3B represents the purpose of visiting the library by the teachers of both colleges.

Table 3B. Purpose of visiting the library by the teachers

Purposes	PUC (n=18)	Percentage	GAC (n=17)	Percentage
To read Books	10	29.4%	10	28.6%
To read newspaper	2	5.9%	4	11.4%
To prepare notes	4	11.8%	6	17.1%
For internet browsing	0	0.0%	0	0.0%
To read journals and magazine	3	8.8%	4	11.4%
For teaching	15	44.1%	11	31.4%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 3B.Purpose of visiting the library by the teachers
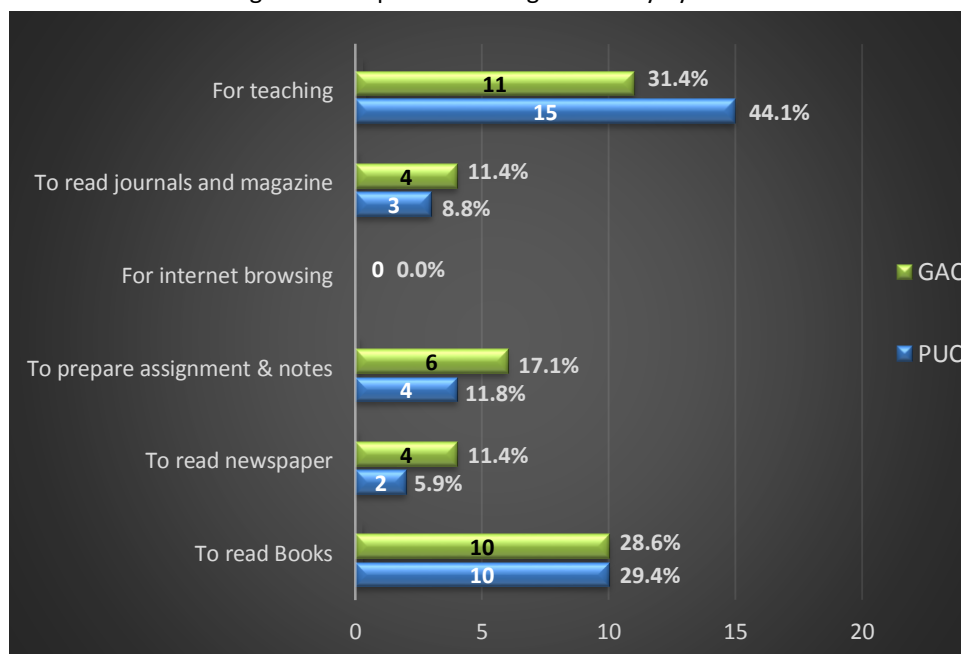
PUC=Pachhunga University College, GAC=Govt. Aizawl College

The findings shows that 10 (29.4%) teachers' respondents from Pachhunga University College visit the library to read books and again 10 (28.6%)

respondents from Govt. Aizawl College visit the library to read books. Only 2 (5.9%) teachers' respondents of Pachhunga University College visit the library to prepare notes whereas 4 (11.4%) respondent visit the library for the purpose. No respondent from both the colleges visit the library to browse internet. 3 (8.8%) and 4 (11.4%) of Pachhunga University College and Govt. Aizawl College respondents visit the library to read journals and magazine. Whereas Teachers from Pachhunga University College of 15 (44.1%) respondents indicate that their purpose of visiting the library is to prepare for teaching while 11 (31.4%) respondents visit the library to prepare for teaching.

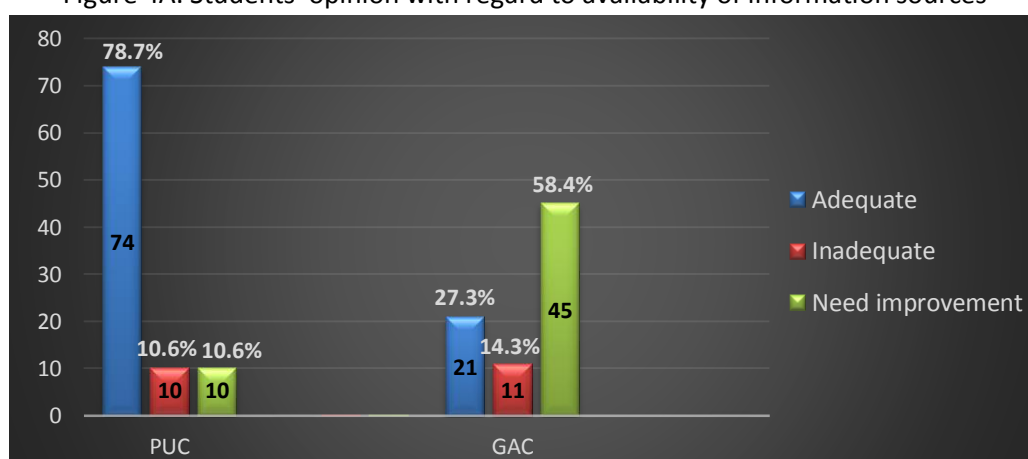## 5.1.6 Users opinion with regard to availability of information sources

The opinion of students from Pachhunga University College and Govt. Aizawl College with regard to availability of information sources is analized and presented in table 4A supplemented with figure 4A below.

Table 4A. Students' opinion with regard to availability of information sources

Availability of Information sources	PUC	Percentage	GAC	Percentage
Adequate	74	78.8%	21	27.3%
Inadequate	10	10.6%	11	14.3%
Need improvement	10	10.6%	45	58.4%
Total	94	100%	77	100%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 4A. Students' opinion with regard to availability of information sources

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Table 4A shows that the opinion of the students with regard to the availability of information sources within the library of both the colleges of Pachhunga University College and Govt. Aizawl College.

74 (78.7%) students of Pachhunga University College indicate adequate regarding the availability of information sources while only 21 (27.3%) respondent from Govt. Aizawl College specify the availability of information sources are adequate.

10 (10.6%) indicate inadequate by the students of Pachhunga University College and 11 (14.3%) respondent from Govt. Aizawl College indicate inadequate with regard to the resources available within the library.

Table 4B shows the opinion of teachers from both colleges with regard to availability of information sources which is supplemented with figure 4B to make clear about the data presentation.

Table 4B. Teachers' opinion with regard to availability of information sources

Availability of Information sources	PUC	Percentage	GAC	Percentage
Adequate	8	42.1%	2	11.8%
Inadequate	8	42.1%	8	47%
Need improvement	3	15.8%	7	41.2%
Total	19	100%	17	100%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 4B. Teachers' opinion with regard to availability of information sources
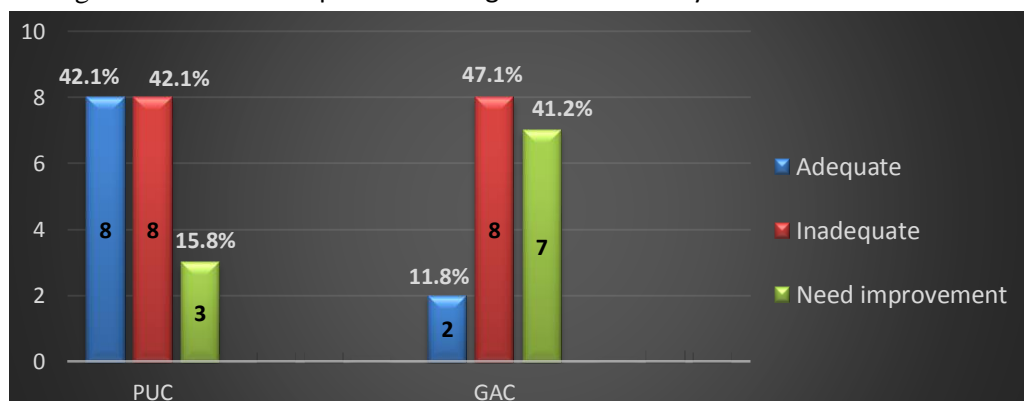
PUC=Pachhunga University College, GAC=Govt. Aizawl College

The data from table 4A shows that the respondent of 10 (10.6%) indicate need improvement regarding the collection of information sources while 45 (58.4%) respondent from Govt. Aizawl College indicate Need improvement.

Table 4B shows the opinion of the teachers with regard to the availability of information sources in the library. 8 (42.1%) respondent from Pachhunga University College indicate adequate regarding the availability of information sources while 2 (11.8%) respondents from Govt. Aizawl College indicate adequate.

8 (42.1%) from Pachhunga University College indicate inadequate and again 8 (47.1%) response inadequate with regard to the availability of information sources.

Only 3 (15.8%) respondent show that the availability of information sources needs more improvement while 7 (41.2%) respondent from Govt. Aizawl College indicate need more improvement as regards to the availability of information sources.

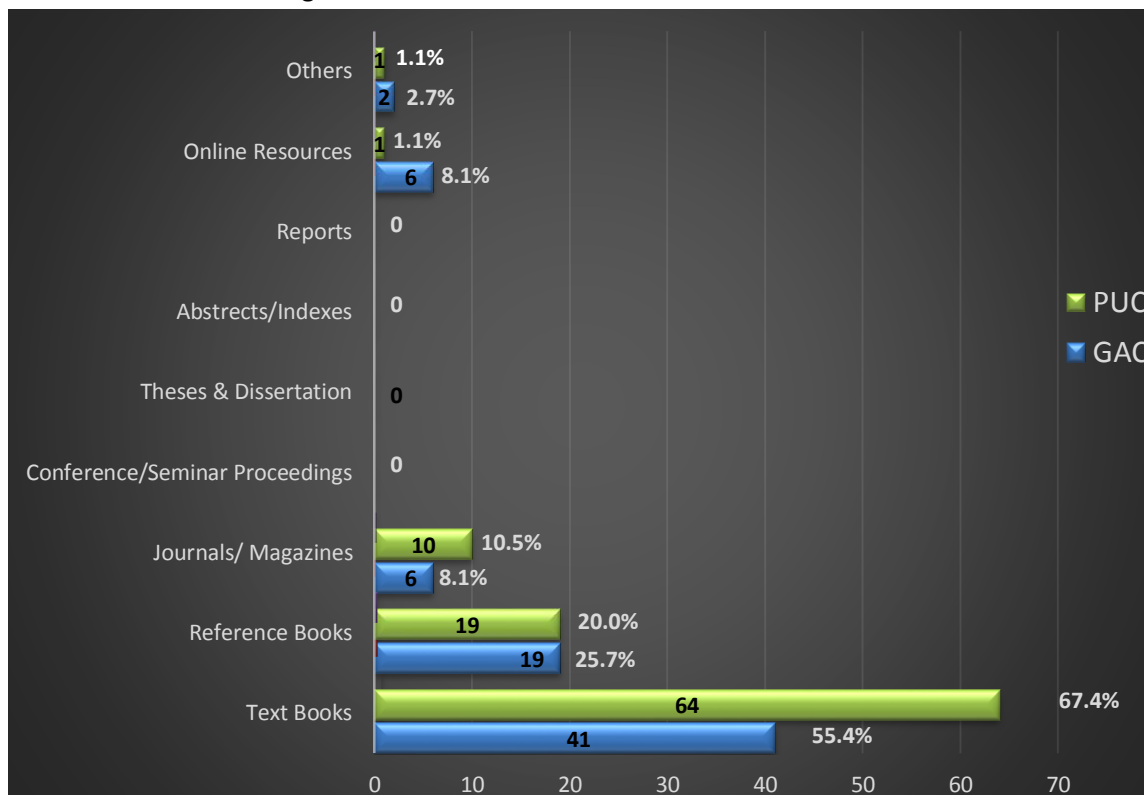## 5.1.7 Main sources of information

The researcher submitted a question through the questionnaire to the respondents of both students and teachers from both the colleges to ascertain users' main source of information. Students main source of information has been tabulated in table 5A supplemented with figure 5A for clear understanding phenomena.

Table 5A. Students' main sources of information

Source of Information	PUC	Percentage	GAC	Percentage
Text Books	64	67.4%	41	55.4%
Reference Books	19	20%	19	25.7%
Journals/ Magazines	10	10.4%	6	8.1%
Conference/Seminar Proceedings	0	0.0%	0	0.0%
Theses & Dissertation	0	0.0%	0	0.0%
Abstracts/Indexes	0	0.0%	0	0.0%
Reports	0	0.0%	0	0.0%
Online Resources	1	1.1%	6	8.1%
Others	1	1.1%	2	2.7%
TOTAL	95	100%	74	100%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 5A. Students' main sources of information

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Table 5A indicate the main sources of information by the students of both the colleges. 64 (67.4%) respondents form Pachhunga University College tells text books as their main source of information while 41 (55.4%) respondents from Govt. Aizawl College indicate as their main source of information.

19 (20%) and 19 (25.7%) respondents from Pachhunga University College and Govt. Aizawl College indicate reference book as their main sources of information.

The data collected as regard to the students, main sources of information indicate that 10 (10.5%) respondents from Pachhunga University College denote journals/Magazines as their main source of information. Whereas 6 (8.1%) respondents from Govt. Aizawl College indicate journals/magazine as their main source of information. No respondent from both the colleges indicate conference/seminar proceedings, theses & dissertation, abstract/indexes and reports indicate as their main source of information.

Data collected from fable 5A reveals that only 1 (1.1%) respondent and 2 (2.7%) respondents from Pachhunga University College and Govt. Aizawl College indicate online resources as their main source of information.

The question in the questionnaire regarding the formal source of information attempted by the teachers has been tabulated in table 5B which in also supplemented with figure 5B for clear understanding.

Table 5B. Formal source of information used by teachers

Source of Information	PUC	%	GAC	%
Text Books	9	47%	8	50%
Reference Books	2	11%	1	6%
Journals/ Magazines	3	16%	4	25%
Conference/Seminar Proceedings	0	0%	0	0%
Theses & Dissertation	1	5%	0	0%
Abstracts/Indexes	0	0%	0	0%
Reports	0	0%	0	0%
Online Resources	4	21%	3	19%
Others	0	0%	0	0%
Total	19	100%	16	100

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 5B.Formal source of information used by teachers
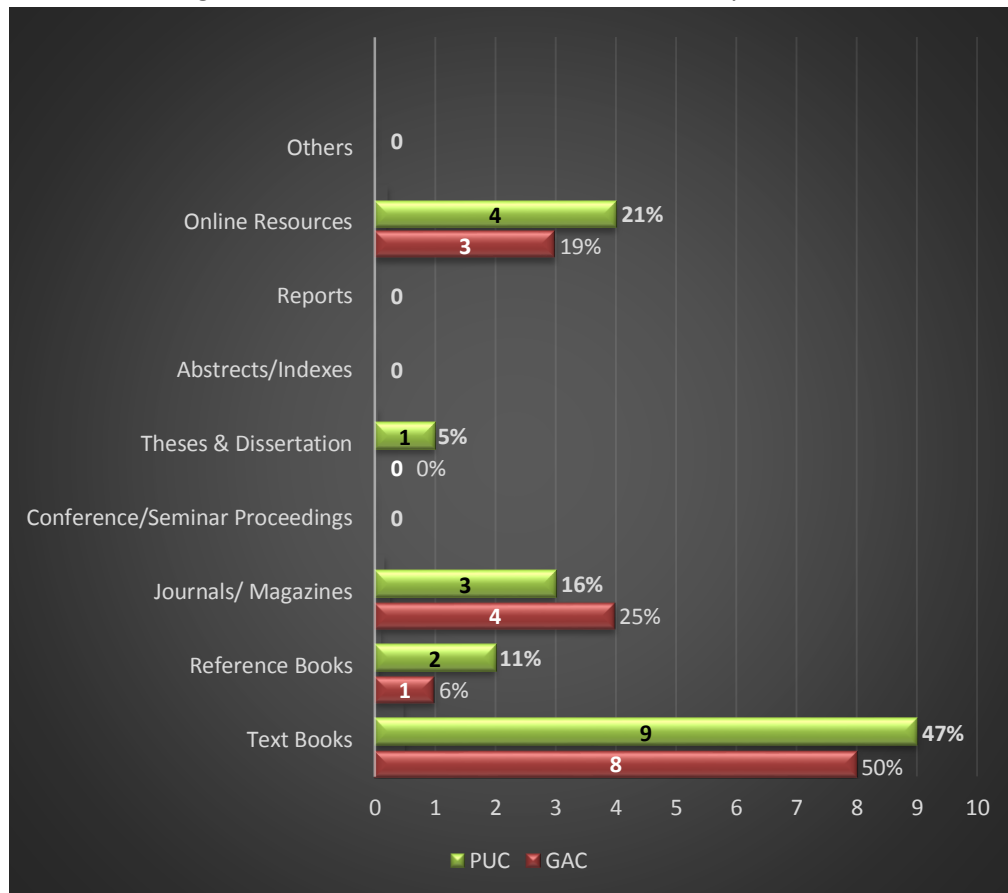
PUC=Pachhunga University College, GAC=Govt. Aizawl College

Table 5B shows teachers' formal sources of information from both the colleges. Regarding the text book, 8 (50%) respondents from Pachhunga University College and 9 (47%) from Govt. Aizawl College indicate as their main source of information.

The data from table 5B reveals that while only 1 (6%) respondents from Pachhunga University College used reference book, whereas 2 (11%) respondents from Govt. Aizawl College used reference book.

4 (25%) and 3 (16%) respondents from Pachhunga University College and Govt. Aizawl College used journals/magazines.

The data collected from the survey as shown in table 5B indicate that from both the colleges no one is using Conference/Seminar Proceedings, Theses & Dissertation, Abstracts/Indexes and Reports as their main formal sources of information.

3 (19%) and 4 (21%) respondents from Pachhunga University College and Govt. Aizawl College use online resources. Whereas none indicate others sources as regard to formal source of information.

5.1.8 Level of satisfaction in accessing library materials

The level of satisfaction with regard to accessing the library materials has been asked to the respondents of both students and teachers from both the colleges. The data relating to this component which has been classified into four categories as shown in the table. The level of satisfaction in accessing library materials by teachers has been place under table 6A along with figure 6A.

Table 6A. Teachers' level of satisfaction in accessing library materials

Sl. No	Very successful				Successful				Unsuccessful			
	PUC	%	GAC	%	PUC	%	GAC	%	PUC	%	GAC	%
1	6	31.6%	3	17.6%	12	63.2%	11	64.7%	1	5.3%	3	17.6%
2	3	17.6%	1	7.1%	11	64.7%	3	21.4%	3	17.6%	10	71.4%
3	0	0.0%	0	0.0%	11	64.7%	3	23.1%	6	35.3%	10	76.9%
4	5	29.4%	2	14.3%	10	58.8%	7	50.0%	2	11.8%	5	35.7%

PUC=Pachhunga University College   GAC=Govt. Aizawl College
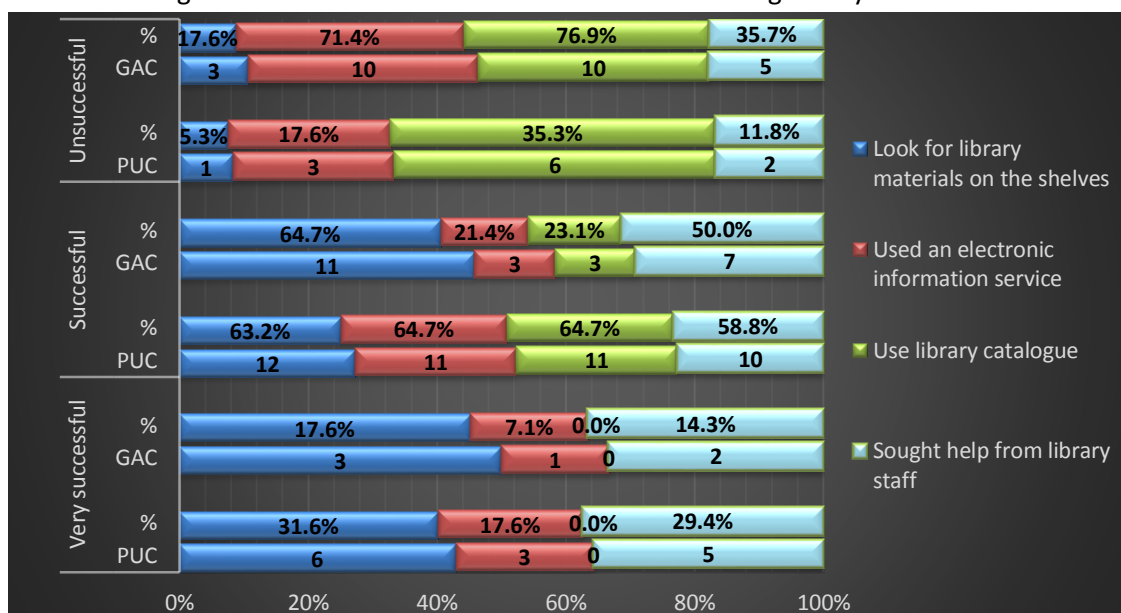1= Look for library materials on the shelves   2= Used an electronic information service
3= Use library catalogue   4= Sought help from library staff

Figure 6A. Teachers' level of satisfaction in accessing library materials

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Table 6A shows the level of satisfaction in accessing library materials by the teachers of Pachhunga University College and Govt. Aizawl College.

On the condition of "look for library materials on the shelves", 6 (31.6%) from Pachhunga University College indicate very successful and 12 (63.2%) indicate successful and only 1 (5.3%) respondents Unsuccessful. Whereas 3 (17.6%) respondents from Govt. Aizawl College response very successful and 11 (64.7%) indicate successful and 3 (17.6%) respondents indicate unsuccessful.

Opinion of the teachers on satisfaction level regarding "used of electronic information service" reveals that 3 (17.6%) respondents indicate very successful and 11 (64.7%) respondents indicate successful while only 3 (17.6%) indicate unsuccessful. Whereas respondents from Govt. Aizawl College indicate that only 1 (7.1%) indicate very successful regarding the use of electronic information service and 3 (21.4%) respondents indicate successful while 10 (71.4%) indicate unsuccessful.

Data collected in table 6A with regard to "use of library catalogue" shows that none of the respondents from both the colleges of Pachhunga University College and Govt. Aizawl College indicate very successful. 11 (64.7%) respondents from Pachhunga University college indicate successful while only 3 (23.1%) respondents from Govt. Aizawl College indicate successful. 6 (35.3%) respondents from Pachhunga University

College and 10 (76.9%) respondents from Govt. Aizawl College indicate unsuccessful in using library catalogue.

The level of satisfaction by the teachers' respondents from Pachhunga University College regarding "sought help from library staff" reveals that 5 (29.4%) response very successful and 10 (58.8%) response successful and only 2 (11.8%) respondents indicate unsuccessful. While only 2 (14.3%) indicate very successful and 7 (50%) response successful and 5 (35.7%) respondents from Govt. Aizawl College indicate unsuccessful.

Table 6B supplemented with figure 6B shows the level of satisfaction of students in accessing library materials by the colleges of Pachhunga University College and Govt. Aizawl College.

Table 6B. Students' level of satisfaction in accessing library materials

Sl. No	Very successful				Successful				Unsuccessful			
	PUC	%	GAC	%	PUC	%	GAC	%	PUC	%	GAC	%
1	25	27.5%	14	20.0%	64	70.3%	53	75.7%	2	2.2%	3	4.3%
2	6	7.7%	12	17.9%	42	53.8%	29	52.7%	30	38.5%	26	38.8%
3	7	9.5%	9	13.6%	33	44.6%	45	68.2%	34	45.9%	12	18.2%
4	15	18.3%	16	24.2%	51	62.2%	42	63.6%	16	19.5%	8	12.1%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

1= Look for library materials on the shelves 2= Used an electronic information service

3= Use library catalogue   4= Sought help from library staff

Figure 6B. Students' level of satisfaction in accessing library materials

PUC=Pachhunga University College, GAC=Govt. Aizawl College

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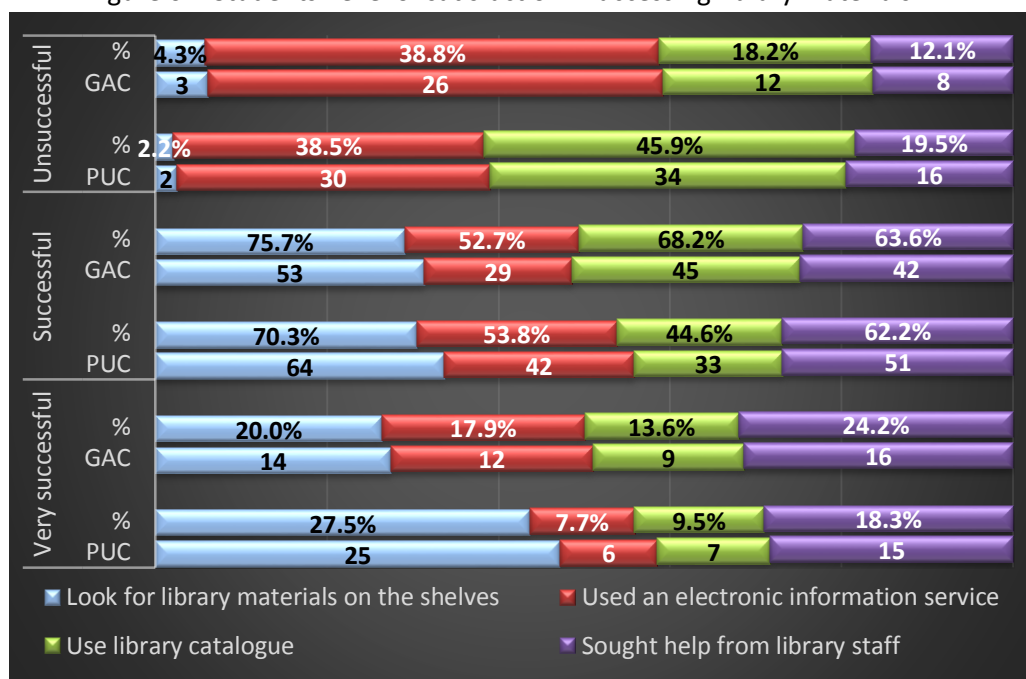
With regard to the conditions of "look for library materials on the shelves" from table 6B shows that students' respondent from Pachhunga University College reveals that 25 (27.5%) indicate very successful and 64 (70.3%) indicate successful while only 2 (2.2%) indicate unsuccessful. Whereas 14 (20%) respondents from Govt. Aizawl College indicate very successful and more than half of the respondents of 53 (75.7%) indicate successful while 3 (4.3%) indicate unsuccessful.

From the data collected on the students' level of satisfaction with regard to "used an electronic information service" by students of Pachhunga University College shows that only few respondents of 6 (7.7%) indicate very successful while more than half respondents of 42 (53.8%) indicate successful and 30 (38.5%) respondents indicate unsuccessful. Whereas respondents from Govt. Aizawl College of 12 (17.9%) students' indicate very successful regarding the use of electronic information service and 29 (52.7%) indicate successful and 26 (38.8%) indicate unsuccessful.

The survey result on use of library catalogue as shown in table 6B reveals that 7 (9.5%) respondents from Pachhunga University College indicate very successful and 33 (44.6%) respondents indicate successful while 34 (45.9%) respondents indicate unsuccessful. Whereas Govt. Aizawl College respondents of 9 (13.6%) indicate very successful and more than half of the respondents of 45 (68.2%) indicate successful while 12 (18.2%) indicate unsuccessful.

The opinion of students' respondents with regard to "sought help from library staffs" reveals that Pachhunga University College students of 15 (18.3%) indicate very successful while 51 (62.2%) indicate successful and 16 (19.52%) response unsuccessful. Whereas respondents from Govt. Aizawl College of 16 (24.2%) indicate very successful and 42 (63.6%) indicate successful while only 8 (12.1%) indicate unsuccessful.

5.1.9 Level of satisfaction with regard to the services offered by the library

The researcher asked the respondents of both teachers and students from both the colleges of PUC and GAC their level of satisfaction with regard to the services provided by the library. The scholar has obtain data relating to this component which has been classified into seven categories as shown in the table below. Table 7A shows

students level of satisfaction of library services which is supplemented with figure 7A for clear understanding.

Table 7A. Students' level of satisfaction with library services

Sl	Full satisfied				Satisfied				Partially satisfied				Not satisfied			
No	PUC	%	GAC	%	PUC	%	GAC	%	PUC	%	GAC	%	PUC	%	GAC	%
1	31	34.8	15	21.7	50	56.2	39	56.5	7	7.9	12	17.4	1	1.1	3	4.3
2	14	16.3	7	10.3	54	62.8	39	57.4	15	17.4	19	27.9	3	3.5	3	4.4
3	26	28.9	15	21.4	44	48.9	36	51.4	15	16.7	13	18.6	5	5.6	6	8.6
4	12	15.4	4	6	46	59	35	52.2	16	20.5	14	20.9	4	5.1	14	20.9
5	6	7.3	5	7.7	36	43.9	21	32.3	28	34.1	19	29.2	12	14.6	20	30.8
6	4	5.1	13	18.8	29	36.7	22	31.9	24	30.4	19	27.5	22	27.8	15	21.7
7	1	1.4	6	9	17	24.6	17	25.4	19	27.5	14	20.9	32	46.4	30	44.8

PUC=Pachhunga University College   GAC=Govt. Aizawl College

1 = Lending service   2 = Reference service

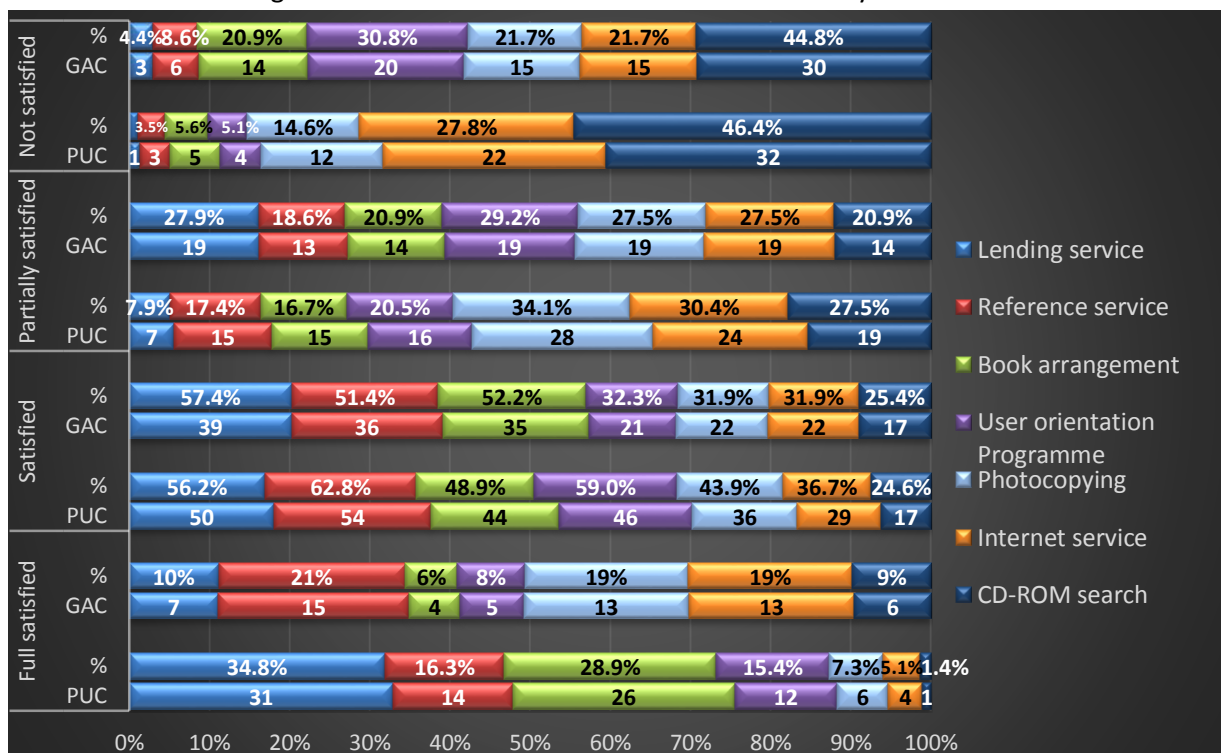3 = Book arrangement   4 = User orientation programme

5 = Photocopying   6 = Internet service

7 = CD-ROM search

Figure 7A. Students' level of satisfaction with library services

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Table 7A shows the level of satisfaction of students with regard to the services offered by the library of both the colleges of Pachhunga University College and Govt. Aizawl College.

Respondents from Pachhunga University College indicate that 31 (34.8%) respondents indicate fully satisfied with regard to lending services offered by their library while 50

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(56.2%) respondents indicate satisfied and 7 (7.9%) respondents indicate partially satisfied while only 1 (1.1%) respondents indicate not satisfied. Whereas the respondents from Govt. Aizawl College indicate that 15 (21.7%) response fully satisfied and 39 (56.5%) indicate satisfied, 12 (17.4%) indicate partially satisfied while only 3 (4.3%) indicate not satisfied.

Data collection on the matter of the level of satisfaction on reference service as shown in table 7A reveals that the respondents from Pachhunga University College of 14 (16.3%) students were fully satisfied with the service and 54 (62.8%) indicate satisfied while 7 (10.3%) respondents indicate partially satisfied and only 3 (3.5%) respondents were not satisfied. Whereas teachers of Govt. Aizawl College of 7 (10.3%) indicate fully satisfied with reference service provided by their library. 39 (57.4%) respondents of Govt. Aizawl College indicate satisfied while 19 (27.9%) response partially satisfied regarding the reference service. While only 3 (4.4%) indicate not satisfied with the reference service.

The respondents from Pachhunga University College of 26 (28.9%) shows that they are fully satisfied with the way the book are arranged in the library and 44 (48.9%) respondents are satisfied while 15 (16.7%) respondents indicate partially satisfied regarding the arrangement of book, only 5 (5.6%) indicate not satisfied. Whereas very less respondents from Govt. Aizawl College of only 15 (21.4%) as compared to respondents of Pachhunga University College indicate fully satisfied regarding the arrangement of books. 36 (51.4%) response satisfied while 13 (18.6%) respondents indicate partially satisfied and 14 (8.6%) respondents indicate not satisfied.

The level of satisfaction on user orientation programme as indicated by the respondents from Pachhunga University College reveals that 12 (15.4%) students indicate fully satisfied regarding the user orientation programme while only 4 (6%) respondents from Govt. Aizawl College indicate fully satisfied. More than half of the respondents from Pachhunga University College of 46 (59%) indicate satisfied whereas 35 (52.2%) response from Govt. Aizawl College indicate satisfied. 16 (20.5%) and 14 (20.9%) indicate partially satisfied and while only 4 (5.1%) of respondents from Pachhunga University College indicate not satisfied with regard to user orientation programme, 14 (20.9%) respondents from Govt. Aizawl College indicate not satisfied.

Data collection on the level of satisfaction of students on the matter of photocopying service reveals that only 6 (7.3%) respondents from Pachhunga University college indicate fully satisfied while 5 (7.7%) respondents from Govt. Aizawl College indicate fully satisfied. 36 (43.9%) response by Pachhunga University College indicate satisfied while 21 (32.3%) response from Govt. Aizawl College indicate satisfied. 28 (34.1%) respondents and 19 (29.2%) respondents from Pachhunga University College and Govt. Aizawl College indicate partially satisfied. Whereas 12 (14.6%) respondents from Pachhunga University College indicate not satisfied with regard to photocopying service while 20 (30.8%) indicate not satisfied.

The opinion of students' with regard to the level of satisfaction of internet service as shown in the table 7A reveals that few respondents of 4 (5.1%) from Pachhunga University College indicate fully satisfied with regard to the internet service provided by the library, while 13 (18.8%) respondents indicate satisfied with it. 29 (36.7%) respondents and 22 (31.9%) respondents from Pachhunga University and Govt. Aizawl College shows that they are satisfied with the service. Respondents from Pachhunga University College of 24 (30.4%) students indicate partially satisfied with the internet service while 22 (27.8%) indicate not satisfied. Whereas respondents from Govt. Aizawl College of 19 (27.5%) indicate partially satisfied while 15 (21.7%) indicate not satisfied.

The survey result as shown in table 7A reveals that the respondents from Pachhunga University College of only 1 (1.4%) student response fully satisfied with regard to the use of CD-ROM search. 17 (24.6%) indicate satisfied while 19 (27.5%) indicate partially satisfied. Nearly half respondents of 32 (46.4%) indicate not satisfied. Whereas the respondents from Govt. Aizawl College shows that 6 (9%) indicate fully satisfied with regard to CD-ROM search, 17 (25.4%) indicate satisfied and 14 (20.9%) indicate partially satisfied. Same as respondents from Pachhunga University College, nearly half of the respondents of 30 (44.8%) from Govt. Aizawl College indicate not satisfied.

Table 7B shows the level of teachers' satisfaction of Pachhunga University College and Govt. Aizawl College with regard to the library services. Data presentation has been supplemented with figure 7B to support clear understanding.

Table 7B. Teachers' level of satisfaction with library services

SI	Full satisfied				Satisfied				Partially satisfied				Not satisfied			
No	PUC	%	GAC	%	PUC	%	GAC	%	PUC	%	GAC	%	PUC	%	GAC	%
1	4	21.1	2	11.8	9	47.4	6	35.3	4	21.1	6	35.3	2	10.5	3	17.6
2	1	5.6	0	0	10	55.6	3	17.6	5	27.8	9	52.9	2	11.1	5	29.4
3	3	15.8	0	0	11	57.9	3	18.8	5	26.3	9	56.3	0	0	4	25
4	1	6.3	0	0	7	43.8	0	0	8	50	5	33.3	0	0	10	66.7
5	1	5.6	2	13.3	10	55.6	1	6.7	7	38.9	6	40	0	0	6	40
6	1	5.9	0	0	10	58.8	3	18.8	5	29.4	7	43.8	1	5.9	6	37.5
7	0	0	0	0	4	23.5	1	6.7	7	41.2	2	13.3	6	35.3	12	80

PUC=Pachhunga University College   GAC=Govt. Aizawl College

1 = Lending service	2 = Reference service	3 = Book arrangement
4 = User orientation programme	5 = Photocopying	6 = Internet service
7 = CD-ROM search		

Figure 7B. Teachers' level of satisfaction with library services
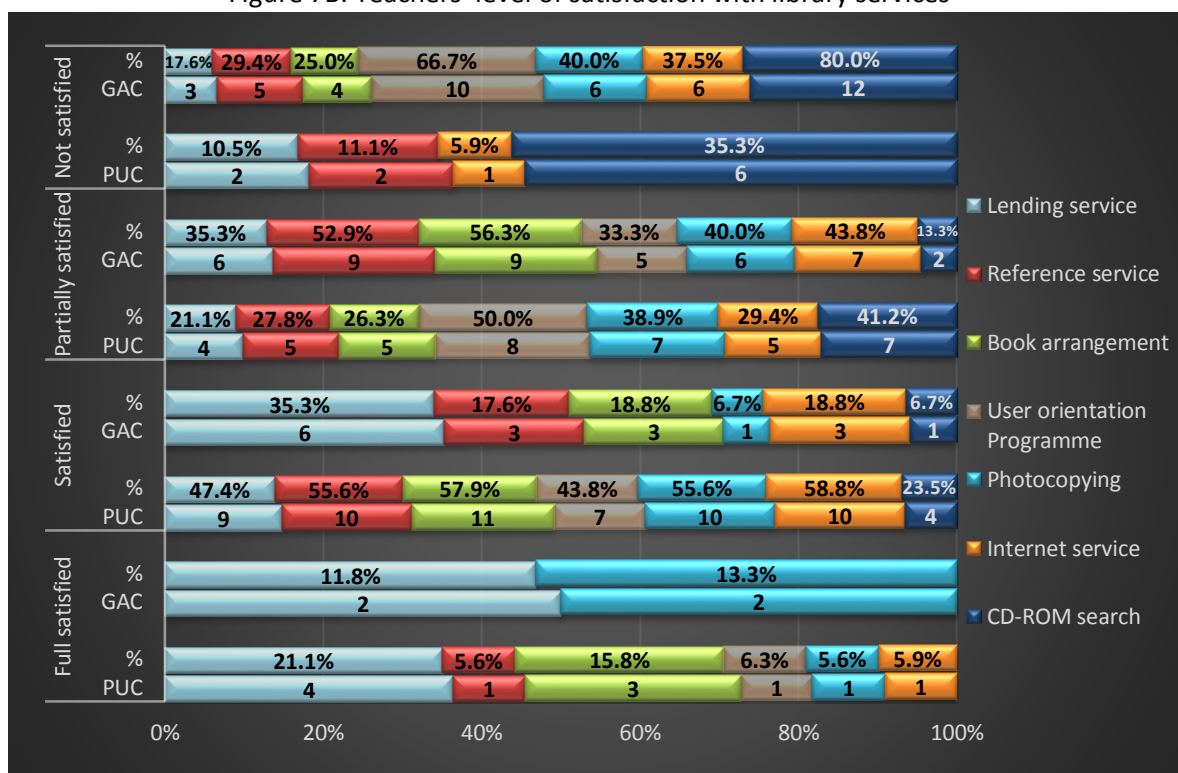
PUC=Pachhunga University College, GAC=Govt. Aizawl College

The respondent from Pachhunga University College reveals that 4 (21.1%) respondents indicate fully satisfied with regard to lending service, 9 (47.4%) indicate satisfied while 4 (21.1%) indicate partially satisfied and only 2 (10.5%) indicate not satisfied. Whereas respondents from Govt. Aizawl College indicate that 2 (11.8%) of teachers fully satisfied and 6 (35.3%) indicate satisfied while 6 (35.3%) indicate partially satisfied. Only 3 (17.6%) indicate not satisfied with regard to the lending service offered by the library.

Data collected on the basis of the level of satisfaction as shown in table 7B reveals that the respondents from Pachhunga University College of only 1 (5.6%) teacher indicate fully satisfied and 10 (55.6%) respondents indicate satisfied, 5 (27.8%) indicate partially satisfied while only 2 (11.1%) indicate not satisfied. Whereas the data collected from the teachers of Govt. Aizawl College reveals that no respondent indicate the satisfaction level of fully satisfied criteria while 3 (17.6%) indicate satisfied with regard to reference service offered by the library and 9 (52.9%) indicate partially satisfied while 5 (29.4%) respondents indicate not satisfied.

The respondents from Pachhunga University College indicate that 3 (15.8%) teachers were fully satisfied on how the book were arranged in their library and 11 (57.9%) indicate satisfied while only 5 (26.3%) indicate partially satisfied and none indicate on not satisfied. Whereas the respondent from Govt. Aizawl College shows that, no respondent indicate Fully satisfied regarding the book arrangement, however 11 (57.9%) respondent indicate satisfied and 5 (26.3%) indicate partially satisfied and 4 (25%) indicate not satisfied.

On the data collected in table 7B regarding the satisfaction level of user orientation programme reveals that only 1 (6.3%) respondents from Pachhunga University College indicate and again non indicate the opinion on fully satisfied. 10 (55.6%) indicate satisfied by the students' respondents from Pachhunga University College while no reapondents from Govt. Aizawl College indicate satisfied with regard to user orientation programme. Respondent from Pachhunga university College indicate that 7 (43.8%) indicate satisfied while no respondent from Govt. Aizawl College indicate on the level of satisfaction. Whereas half of the respondents of 8 (50%) teachers from Pachhunga University College indicate partially satisfied while 5 (33.3%) respondents from Govt. Aizawl College indicate partially satisfied with the user orientation programme. While none indicate on not satisfied with regard to user orientation programme, more than half of the respondents of 10 (66.7%) from Govt. Aizawl College indicate not satisfied.

While only 1 (5.6%) respondent from Pachhunga University College indicate fully satisfied regarding photocopying service, 2 (13.3%) respondent from Govt. Aizawl College indicate fully satisfied. While more than half of the respondent of 10 (55.6%) from Pachhunga University College indicate satisfied while only 1 (6.7%) indicate

satisfied. 7 (38.9%) respondent from Pachhunga University College and 6 (40%) respondents from Govt. Aizawl College indicate partially satisfied. whereas, none of the respondents from Pachhunga University College indicate the level "not satsified" regarding the level of satisfaction, while 6 (40%) respondents from Govt. Aizawl College indicate not satisfied.

The level of satisfaction with regard to internet service response by the teacher of Pachhunga University College reveals that only 1 (5.9%) response fully satisfied, while more than half of the respondents from Pachhunga University College indicate satisfied. 5 (29.4%) response partially satisfied while only 1 (5.9%) respondents indicate not satisfied. whereas the respondents from Govt. Aizawl College did not response the opinion of Fully satisfied with regard to the internet service. Whereas 3 (18.8%) indicate satisfied and 7 (43.8%) indicate partially satisfied. 6 (37.5%) indicate not satisfied regarding the internet service provided by the library.

The user opinion with respect to the level of satisfaction regarding the CD-ROM search as shown in the table 7B reveals that no respondent from both the colleges indicate on fully satisfied. 4 (23.5%) respondents and only 4 (23.5%) respondents from Pachhunga University College and Govt. Aizawl College indicate satisfied regarding CD-ROM search. 7 (41.2%) response partially satisfied while 6 (35.3%) respondents indicate not satisfied by teachers of Pachhunga University College. Whereas only 1 (6.7%) respondent from Govt. Aizawl College indicate satisfied, 2 (13.3%) response partially satisfied while 12 (80%) indicate not satisfied.

**5.1.10 Users opinion with regard to library support**

The opinion of the users with regard to library support has been analized and tabulated along with figure for clear understanding. The survey result as shown in the table 8A shows the opinion of the teachers of Pachhunga University College and Govt. Aizawl College which is supplemented using figure 8A.

Table 8A. Teachers' opinion about the library support

Items	Agree				Disagree			
	PUC	%	GAC	%	PUC	%	GAC	%
The library enable me to be more efficient in my academic pursuit	16	84.2	12	80.0	3	15.8	3	20.0
I am satisfied with the way in which I am treated in the library	16	84.2	10	58.8	3	15.8	7	41.2
I am satisfied with library support for my learning/teaching needs	16	84.2	8	47.1	3	15.8	9	52.9

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 8A. Teachers' opinion about the library support
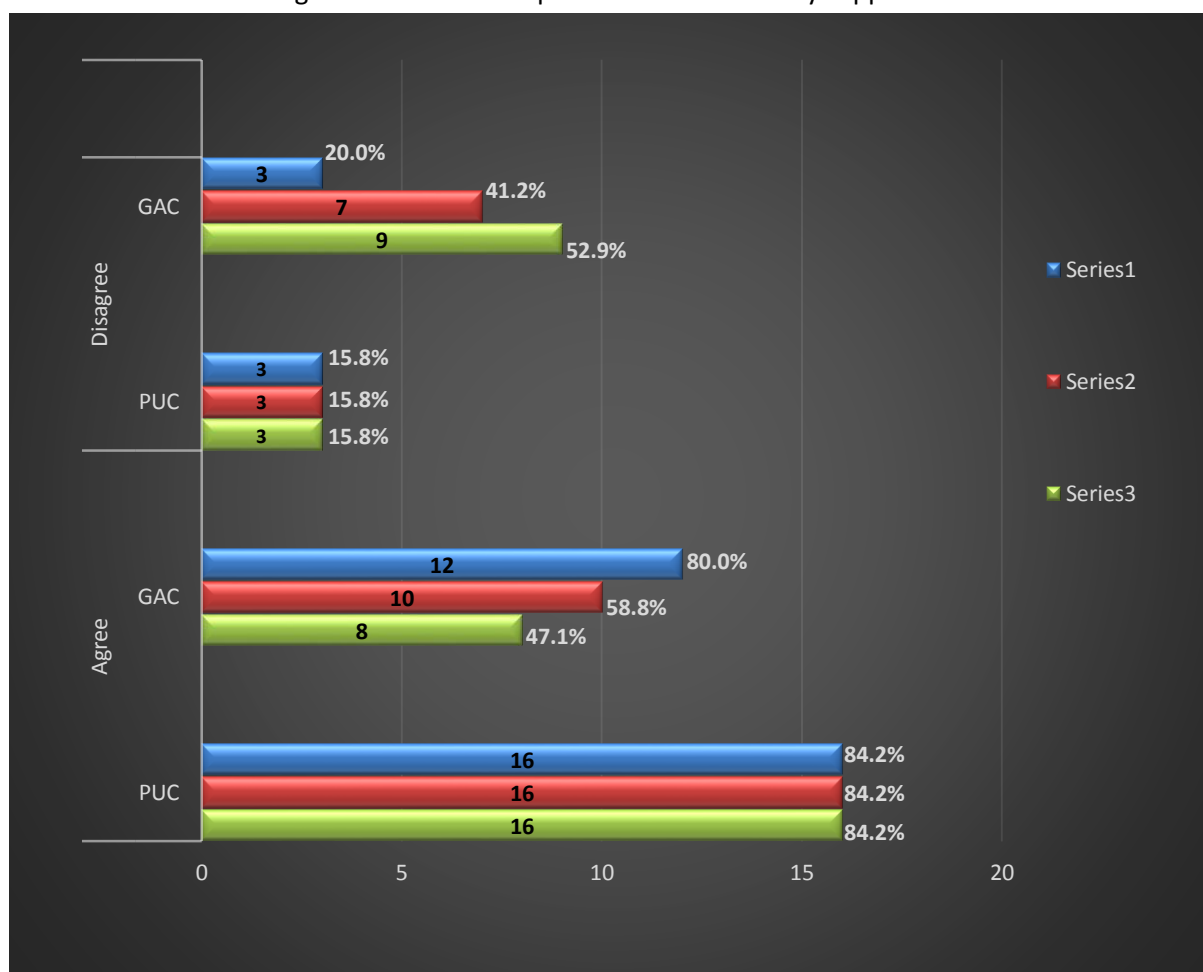
PUC=Pachhunga University College, GAC=Govt. Aizawl College
Series1= The library enable me to be more efficient in my academic pursuit
Series2= I am satisfied with the way in which I am treated in the library
Series3= I am satisfied with library support for my learning/teaching needs

The data collected in table 8A reveals that respondents from Pachhunga University College of 16 (84.2%) teachers agree that the library enable to be more efficient in their academic pursuit, while only 3 (15.8%) respondents indicate disagree. Whereas the respondents from Govt. Aizawl College also indicate that 12 (80%) respondents agree

with the library support in pursuing academic achievement, and only 3 (20%) indicate disagree.

The result of survey as shown in the table 8A with regard to the opinion of teachers relating to the satisfaction level in which they are treated in the library reveals that 16 (84.2%) respondents indicate agree while 3 (15.8%) indicate disagree. Whereas the respondents from Govt. Aizawl College indicate that 10 (58.8%) were agree while 7 (41.2%) indicate disagree.

16 (84.2%) respondents from Pachhung University College shows they are agree that they are satisfied with library support for learning/teaching needs while 3 (15.8%) respondents indicate disagree. Whereas 8 (47.1%) indicate agree with the library support for learning/teaching need while 9 (52.9%) indicate disagree with the library support.

Table 8B shows the opinion of the students regarding the library support from Pachhunga University College and Govt. Aizawl College along with figure 8B.

Table 8B. Students' opinion about the library support

Items	Agree				Disagree			
	PUC	%	GAC	%	PUC	%	GAC	%
The library enables me to be more efficient in my academic pursuit	90	97.8	58	79.5	2	2.2	15	25.9
I am satisfied with the way in which I am treated in the library	89	95.7	65	91.5	4	4.3	6	9.2
I am satisfied with library support for my learning/teaching needs	86	93.5	65	91.5	6	6.5	6	9.2

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 8B.students' opinion about the library support
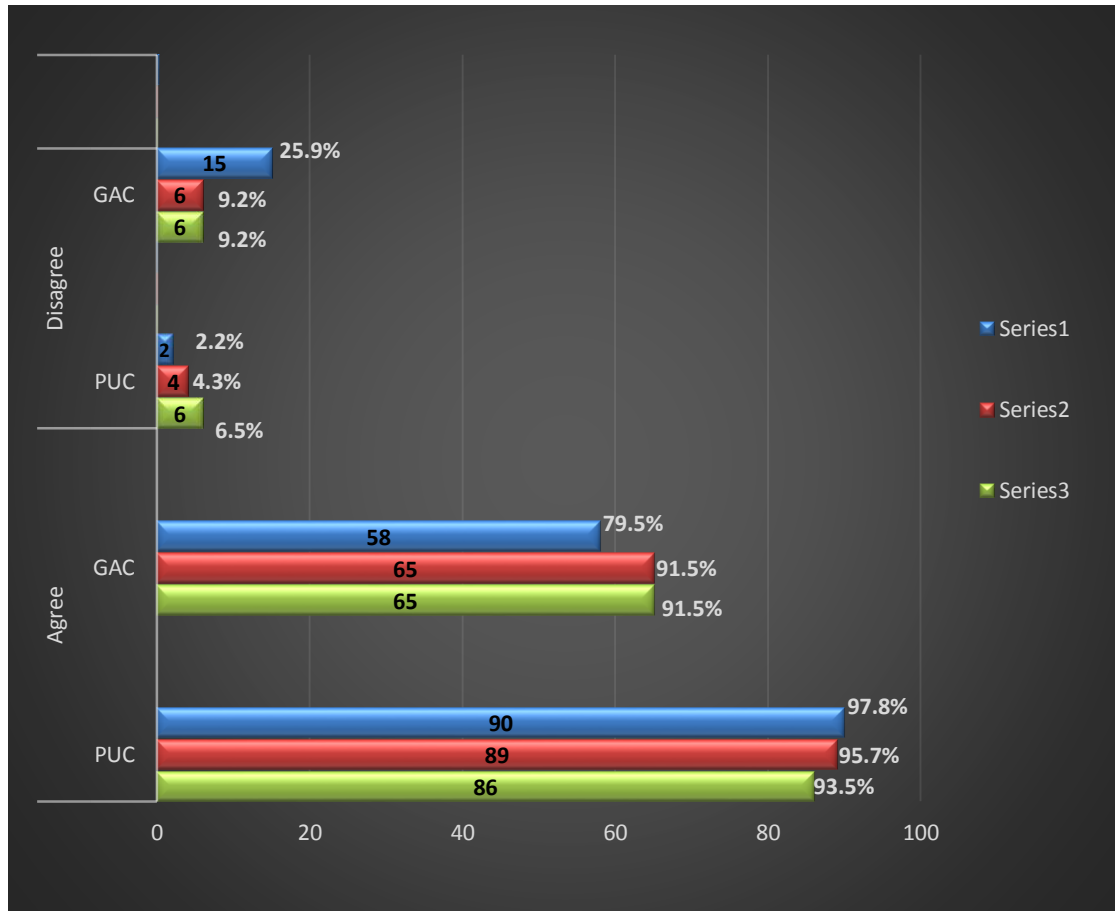
PUC=Pachhunga University College, GAC=Govt. Aizawl College
Series1= The library enables me to be more efficient in my academic pursuit
Series2= I am satisfied with the way in which I am treated in the library
Series3= I am satisfied with library support for my learning/teaching needs

Respondents from Pachhunga University College indicate that 90 (97.8%) agree that the library enable them to be more efficient in their academic pursuit and that only 2 (2.2%) respondents indicate disagree. Whereas the respondents from Govt. Aizawl College indicate that 58 (79.5%) students agree and 15 (25.9%) disagree.

With regard to the satisfaction of users with the way they are treated in the library, 89 (95.7%) students from Pachhunga University College indicate agree while only 4 (4.3%) indicate disagree. Whereas 65 (91.5%) respondents from Govt. AIzawl College indicate agree while 6 (9.2%) indicate disagree.

The data collected as regard to satisfaction of the with library support for their learning/teaching needs reveals that 86 (93.5%) respondents from Pachhunga University College indicate agree while only 6 (6.5%) indicate disagree. Whereas 65 (91.5%) indicate agree while 6 (9.2%) respondents indicate disagree.

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5.1.11 Reason of asking the librarian for help

The researcher submitted a question through the questionnaire to the respondents to ascertain the reason of asking the librarian for help through four option as shown in the table. Table 9A shows the reason of students to ask the librarian for help by both the colleges of Pachhunga University and Govt. Aizawl College and is supplemented by figure 9A for clear information.

Table 9A. Reason of asking the librarian for help by students

Reasons	PUC	Percentage	GAC	Percentage
I don't know where to look	21	23.6%	7	9.7%
To save the time	26	29.2%	7	9.7%
To get a better quality search	41	46.1%	48	66.7%
I wasn't confident to search myself	1	1.1%	10	13.9%
Total	89	100%	72	100%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 9A. Reason of asking the librarian for help by students
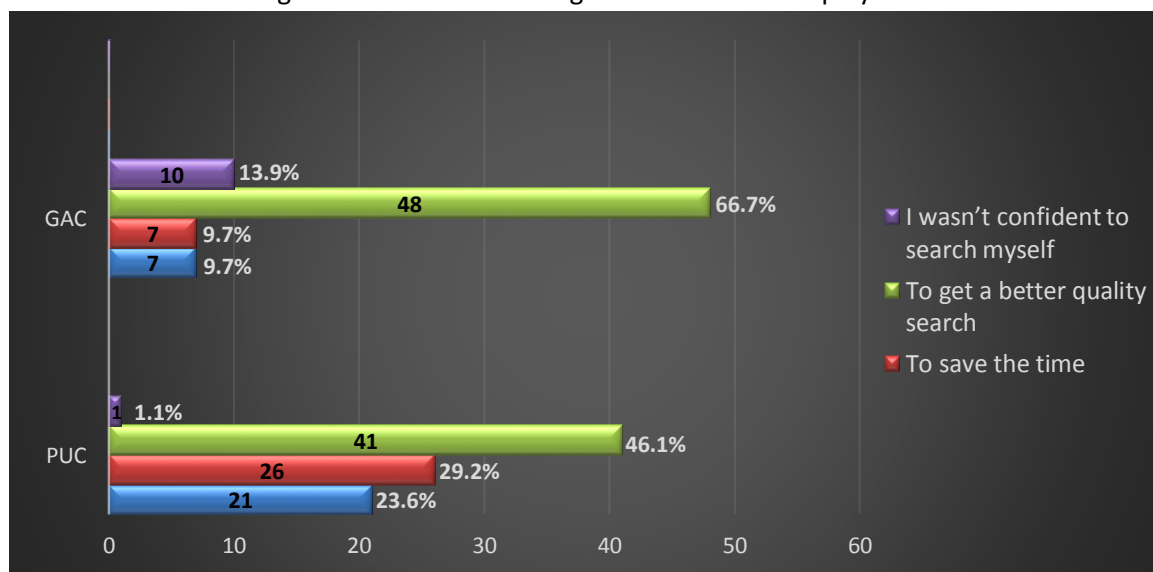
PUC=Pachhunga University College, GAC=Govt. Aizawl College

21 (23.6%) respondents from Pachhunga University College asked the librarian for help because they don't know where to look the materials while only 7 (9.7%) respondents from Govt. Aizawl College asked the library for help because the don't know where to locate their materials.

26 (29.2%) respondents of Pachhunga University College asked the librarian for help to save the time and 48 (66.7%) respondent from Govt. Aizawl College approached the librarian to save the time.

41 (46.1%) from Pachhunga University College and 48 (66.7%) respondent from Govt. Aizawl College indicate that they approach the librarian to get better quality search. Only 1 (1.1%) respondent from Pachhunga University College approached the librarian because of not confident to search without help. Whereas 10 (13.9%) approached librarian because they are not confident to search themselves.

Table 9B which is supplemented with figure 9B shows the reason of asking the librarian for help by the teachers of Pachhunga University College and Govt. Aizawl College. Figure 9B has been specified to make clear about the data presentation.

Table 9B. Need to ask the librarian for help by teachers

Reasons	PUC	Percentage	GAC	Percentage
I don't know where to look	4	23.5%	5	31.3%
To save the time	7	41.2%	6	37.4%
To get a better quality search	6	35.3%	5	31.3%
I wasn't confident to search myself	0	0%	0	0%
Total	17	100%	16	100%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 9B. Need to ask the librarian for help by teachers
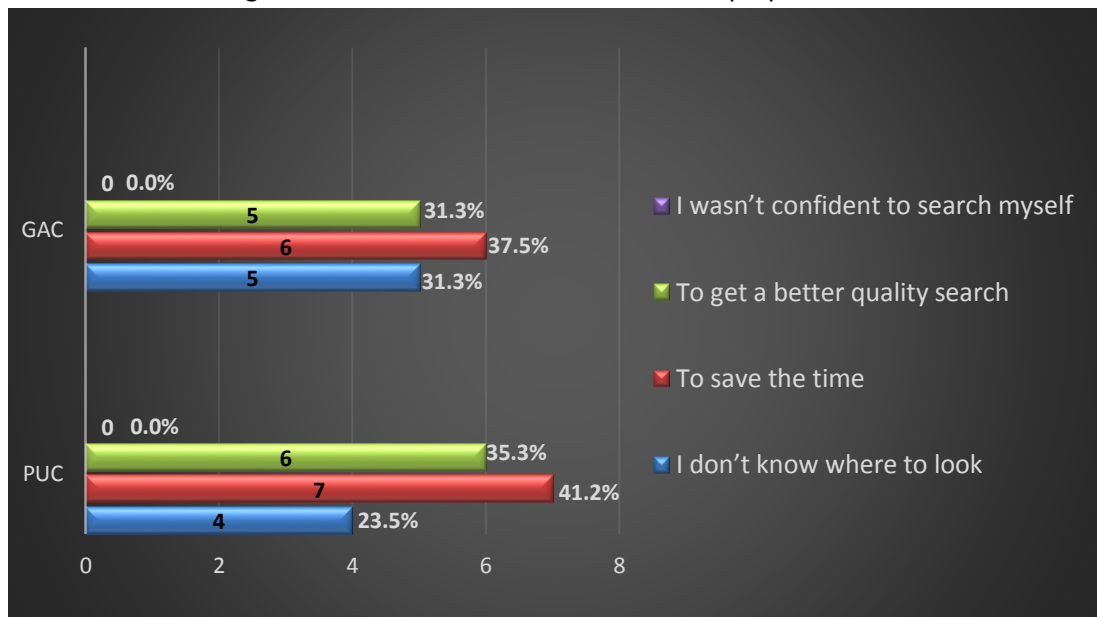
PUC=Pachhunga University College, GAC=Govt. Aizawl College

The data collected as shown in the table reveals that 4 (23.5%) respondents from Pachhunga University College approached the librarian for help because they don't know where to pursuit the right materials and again the respondent from Govt. AIzawl College of 5 (31.3%) teachers indicate that they approached the librarian for they don't know where to look.

Nearly half of the respondents of 7 (41.2%) teachers indicate that to save the time they request the librarian help while 6 (37.5%) response the same.

To get a better quality search, teachers' respondents from Pachhunga University College of 6 (35.3%) asked the librarian for help, while 5 (31.3%) respondents from Govt. Aizawl College ask the librarian for help. No respondent from teachers asked the librarian for help because of not confident in searching the materials.

5.1.12 Reason of not asking the librarian for help

The respondents of both teachers and students from PUC and GAC has also been asked why they don't asked the librarian for help.

Why the students from both the colleges don't ask the librarian for help in analyzed and tabulated in table 9C which is supplemented with figure 9C.

Table 9C. Don't ask the librarian for help by students

Items	PUC	Percentage	GAC	Percentage
I didn't know that this service was available	19	22.9%	10	14.5%
I felt confident myself	51	61.4%	41	59.4%
It may take too long time to get the answer	13	15.7%	18	26.1%
Total	83	100%	69	100%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 9C. Don't ask the librarian for help by students
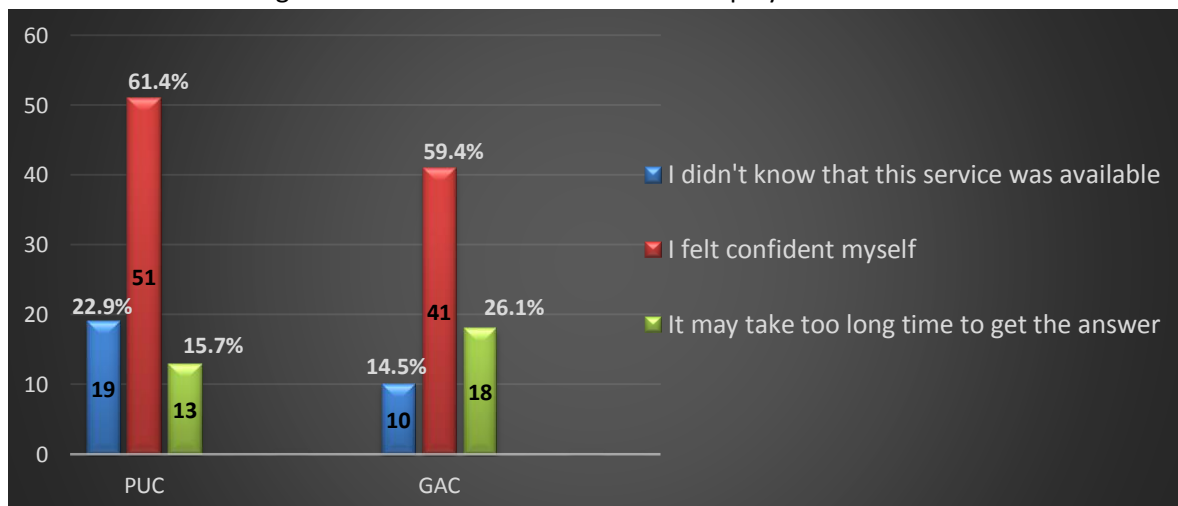
PUC=Pachhunga University College, GAC=Govt. Aizawl College

The survey result as shown in the table 9C indicate the reason of not asking the librarian for help from the respondents of Pachhunga University College and Govt. AIzawl College. Respondent from Pachhunga University College students indicate that

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19 (22.9%) that the service was available, while 10 (14.5%) from Govt. Aizawl College don't know the service was available.

The survey result shows that more than half of the respondents from Pachhunga University College of 51 (51.4%) indicate that they feel confident to search themselves, besides respondents from Govt, Aizawl College reveals that more than half of the respondents of 41 (59.4%) too felt confident to search without help.

13 (15.7%) respondents and 18 (26.1%) respondents from Govt. Aizawl College shows that they don't asked the librarian for help because they think it might take long time to get the answer.

Table 9D shows the reason for not asking the librarian for help from the respondents of teachers in Pachhunga University College and Govt. Aizawl College. The table has been supplemented with figure 9D to make clear understanding.

Table 9D. Don't ask the librarian for help by Teachers

Items	PUC	Percentage	GAC	Percentage
I didn't know that this service was available	4	22.2%	4	25.0%
I felt confident myself	12	66.7%	9	56.3%
It may take too long time to get the answer	2	11.1%	3	18.7%
Total	18	100%	16	100%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 9D. Don't ask the librarian for help by Teachers
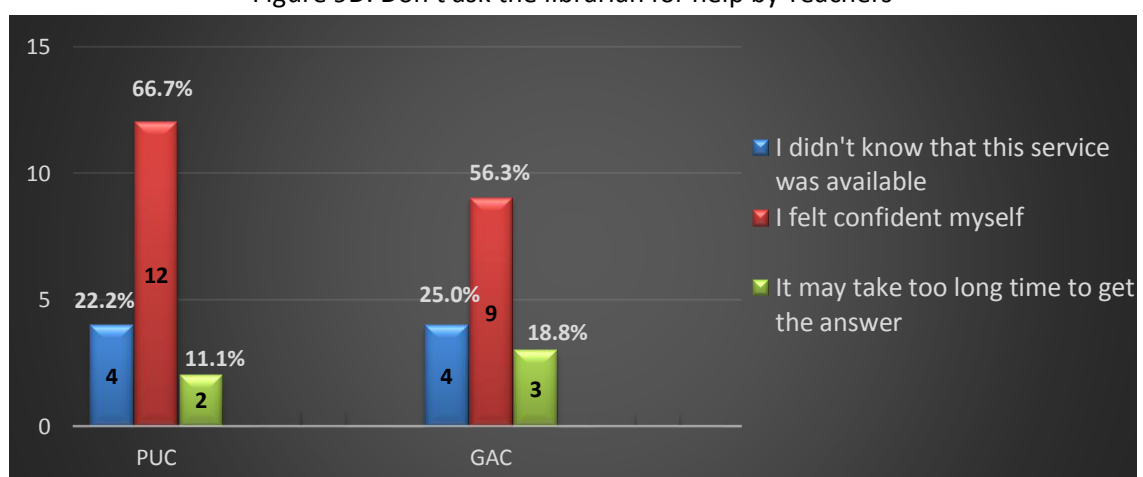
PUC=Pachhunga University College, GAC=Govt. Aizawl College

Pachhunga University College respondents indicate that 4 (22.2%) don't asked the librarian for help because they don't know that this service was available. 12

(66.7%) respondents felt confident without help and only 2 (11.1%) don't asked the librarian for help for it might take long time to get the answer. 4 (25%) respondents from Govt. Aizawl College indicate that they don't know the service was available while 9 (56%) respondents felt confident without help and 3 (18.8%) respondents afraid that it might take long time to get the answer.

5.1.13 Users opinion about the staffs in the library

The users from both colleges has been asked their opinion about the staffs in the library. The result will show the status of college libraries regarding the strength and weaknesses of staff and how they are helpful to the users.

Table 10A shows the opinion of the students about the library staffs which is also supplemented with figure 10A for clear understanding.

Table 10A. Students opinion about the staff in the College Library

Opinions	PUC				GAC			
	YES	%	NO	%	YES	%	NO	%
Always ready to help	78	88.6	10	11.4	63	90	7	10
Too busy to help	10	13.2	66	86.8	13	22	46	78
Not adequate in number	16	22.9	54	77.1	22	37.9	36	62.1
Incompetent to help	13	19.7	53	80.3	17	30.4	39	69.6

PUC=Pachhunga University College, GAC=Govt. Aizawl College

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Figure 10A.Students opinion about the staff in the College Library
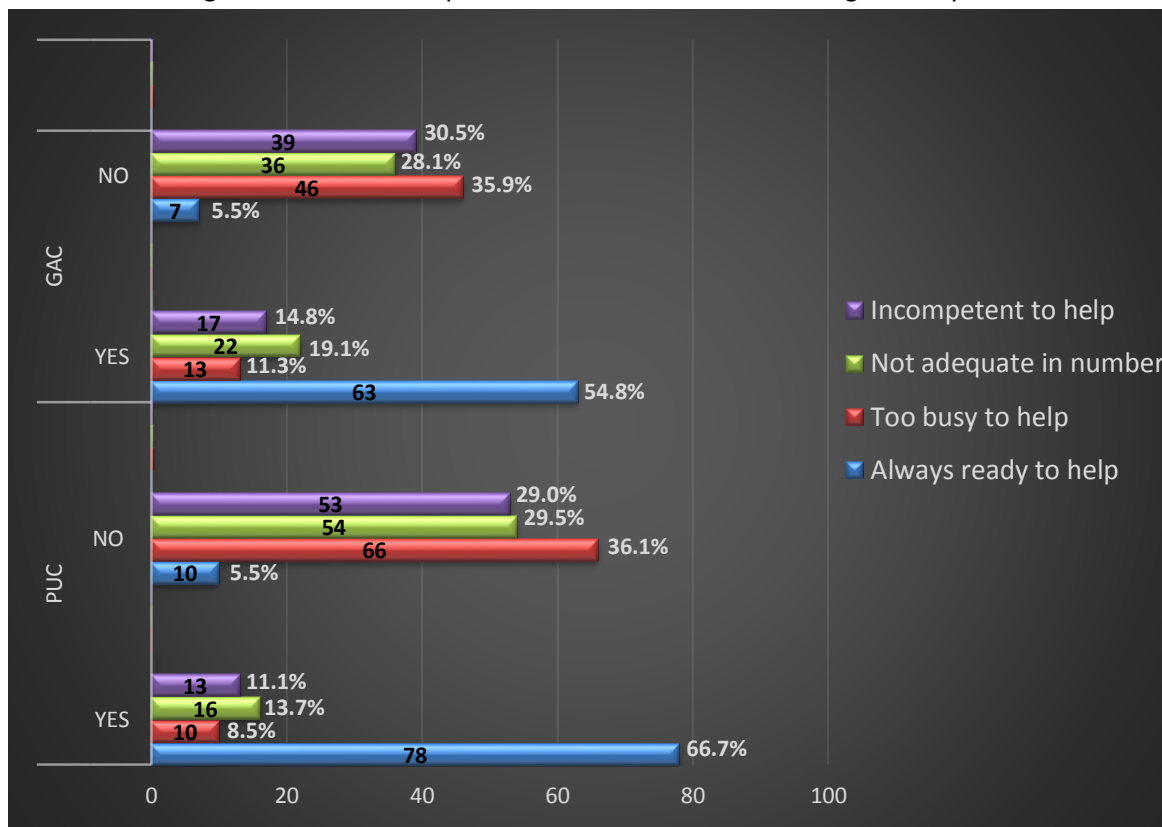
PUC=Pachhunga University College, GAC=Govt. Aizawl College

The survey result shows that half of 78 (66.7%) respondents from Pachhunga University College are of opinion that staffs are always ready to help the users while 10 (5.5%) respondents do not agree. 10 (8.5%) indicate that staffs are too busy while 66 (36.1%) respondents do not agree and 16 (13.7%) indicate that staffs are inadequate in number while 54 (29.5%) disagree. 13 (11.1%) respondents from Pachhunga University College indicate that staffs are incompetent to help while 53 (29%) disagree with it.

The respondents from Govt. Aizawl College indicate that half of the respondents of 63 (54.8%) students indicate the staffs in the library are always ready to help as soon as the requirement of the users, while only 7 (55%) do not agree with the following account. 13 (11.3%) respondents indicate the staffs are too busy to help while 46 (35.9%) do not agree. 22 (19.1%) indicate that staffs are in adequate in number while 36 (28.1%) do not agree. While 17 (14.8%) response that staffs are incompetent to help, 39 (30.5%) do not agree with the following reason.

The opinion of teachers about the staff in the library has been place under table 10B along with figure 10B.

Table 10B. Teachers' opinion about the staff in the College Library

Opinions	PUC				GAC			
	YES	%	NO	%	YES	%	NO	%
Always ready to help	15	78.9%	4	21.1%	8	57.1%	6	42.9%
Too busy to help	2	11.8%	15	88.2%	5	45.5%	6	54.5%
Not adequate in number	6	46.2%	7	53.8%	11	84.6%	2	15.4%
Incompetent to help	3	20%	12	80%	2	18.2%	9	81.8%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 10B.Teachers' opinion about the staff in the College Library
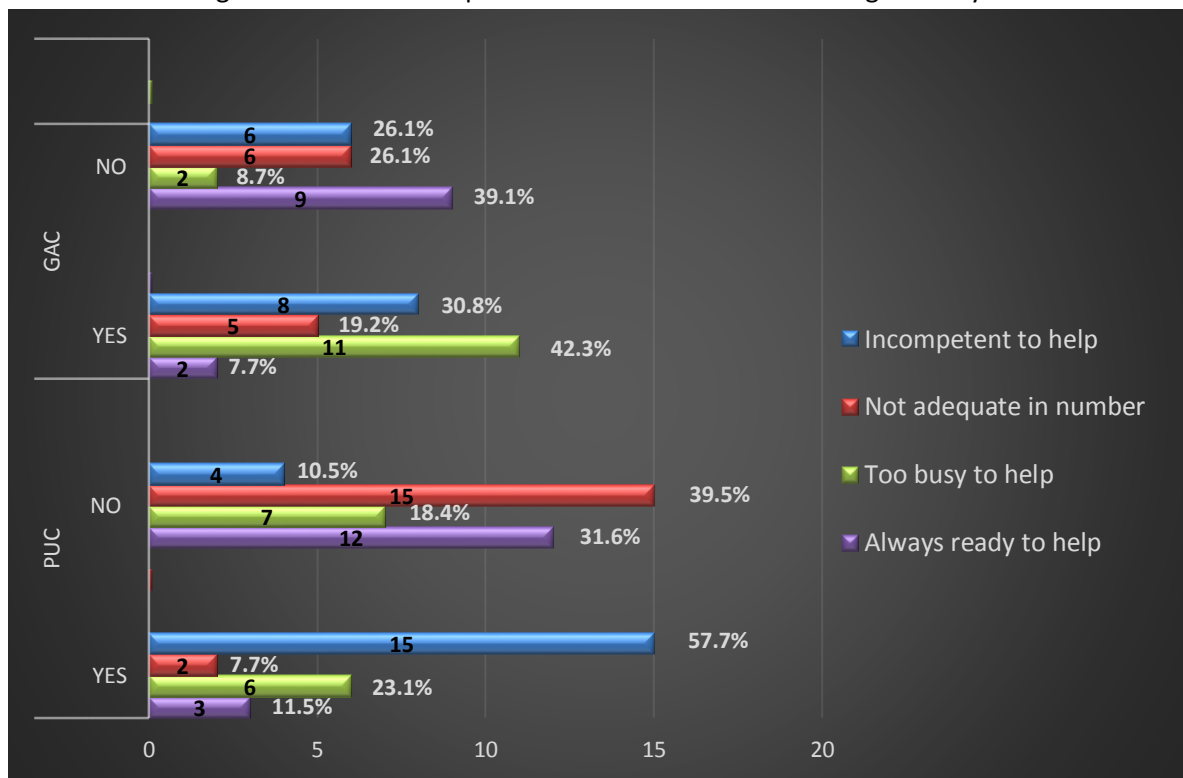
PUC=Pachhunga University College, GAC=Govt. Aizawl College

The survey result as shown in the table 10B reveals that the teachers 15 (57.7%) from Pachhunga University College indicate that staffs are always ready to help when required by the users, while only 4 (10.5%) do not agree. Only 2 (7.7%) respondents indicate that the staffs are too busy to help while 15 (39.5%) do not agree. 6 (23.1%) respondents states that staffs are in adequate in number, while 7 (18.4%) do not agree. 3 (11.5%) indicate that staffs are incompetent to help to solve the problems of the users while 12 (31.6%) do not agree with the following opinion.

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Teachers from Govt. Aizawl College of only 4 (10.5%) respondents indicate that staffs are always ready for help when in need, while 6 (26.1%) respondents do not agree. Respondents of 5 (19.2%) shows that staffs are too busy while 6 (26.1%) do not agree. 11 (42.3%) indicate that staffs are inadequate in number and only 2 (8.7%) do not agree with the opinion. 11 (42.3%) respondents specify that staffs in the library are incompetent to help while 6 (26.1%) do not agree with the following opinion.

5.1.14 Users opinion about the overall services provided by the library

The opinion of the users regarding the overall services provided by the library has been tabulated along with figure for clear information. The researcher has obtain data relating to this component which has been classified into four categories, such as; Strongly agree, Agree and Disagree.

Table 11A along with figure 11A shows the opinion of teachers regarding the overall services provided by the library.

Table 11A. Teachers' Opinion regarding the overall services provided by the library

PUC						GAC					
SA	%	Agree	%	Disagree	%	SA	%	Agree	%	Disagree	%
5	26.3	12	63.2	2	10.5	3	17.6	11	64.8	3	17.6

PUC=Pachhunga University College, GAC=Govt. Aizawl College, SA=Strongly Agree

Figure 11A. Teachers' Opinion regarding the overall services provided by the library
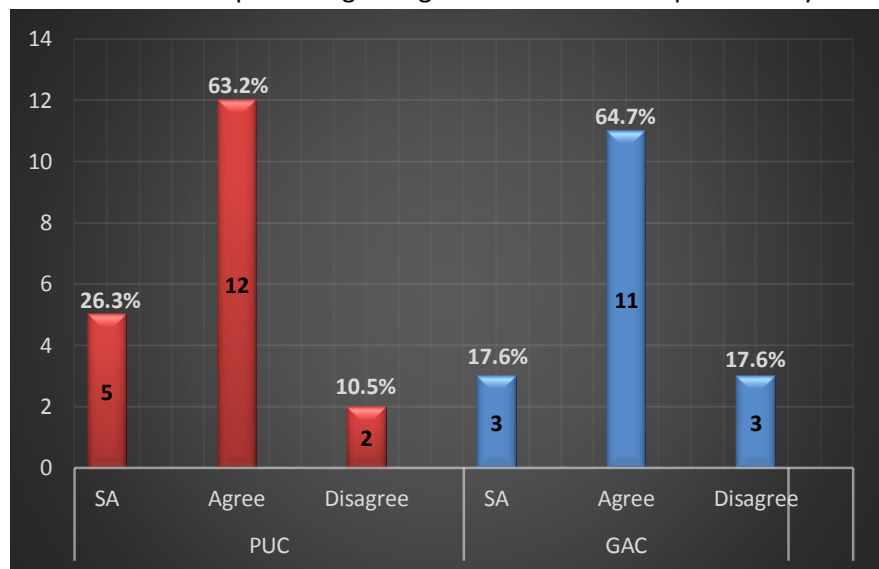
PUC=Pachhunga University College, GAC=Govt. Aizawl College,SA=Strongly Agree

Data collected as shown in the table 11A shows the teachers opinion on the library services. Respondents from Pachhunga University College shows that5 (26.3%) respondents strongly agree with the overall library services while 12 (63.2%) agree and

2 (10.5%) disagree. Whereas respondents from Govt. Aizawl College shows that 3 (17.6%) strongly agree with the overall services provided by the library while 11 (64.7%) indicate agree and 3 (17.6%) disagree.

Table 11B along with the figure 11B shows the students opinion on the library services from both the colleges of PUC and GAC.

Table 11B. Students' Opinion regarding the overall services provided by the library

PUC						GAC					
SA	%	Agree	%	Disagree	%	SA	%	Agree	%	Disagree	%
35	37.6	58	62.4	0	0%	19	26.4	51	70.8	2	2.8

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 11B. Students' Opinion regarding the overall services provided by the library
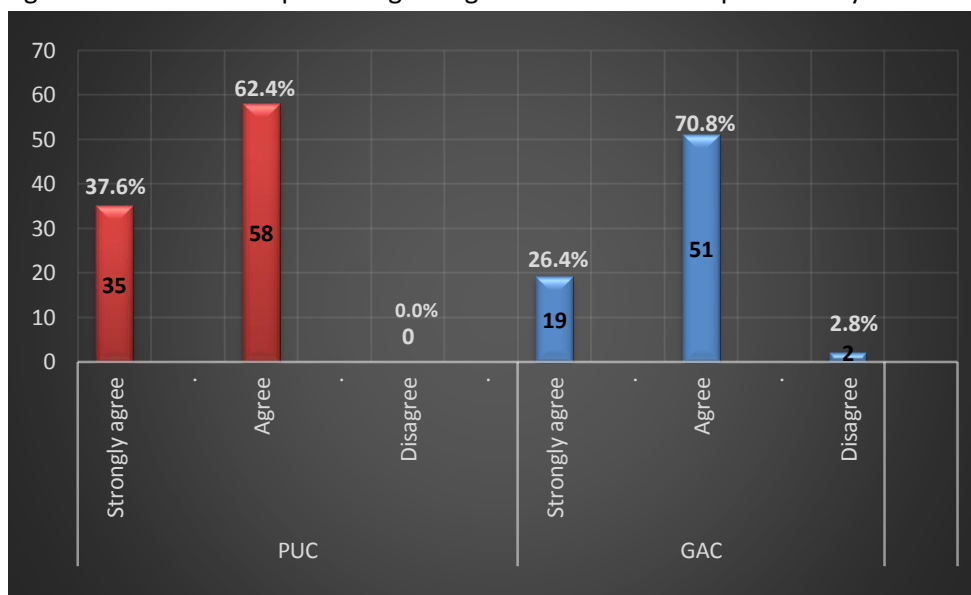
PUC=Pachhunga University College, GAC=Govt. Aizawl College

The survey result as shown in the table 11B shows the opinion of the student with regard to the overall services provided by the library. The respondents 35 (37.6%) from Pachhunga University College indicate strongly agree while 58 (62.4%) agree and no respondent disagree with the overall services.

Data collected from Govt. Aizawl College shows that 19 (26.4%) strong agree with the overall library services while 51 (70.8%) agree and 2 (2.8%) indicate disagree.

5.1.15 Opinion of the users on the type of library resources to see in future

The opinion with regard to the type of library resources to see in future has been asked to both the teachers and students from both colleges. The survey result will show at what point the library needs more improvement. The researcher has obtain data relating to this component as shown in the table.

Table 12 shows the opinion of the users on the library resources to see more in future and the data has been presented with figure 12A for clear understanding.

Table 12A. Teachers' opinion on the library resources to see more in future

Library Resources	PUC	%	GAC	%
More Newspapers	3	15.8	4	23.5
Expanded book collection (both print and electronic)	9	47.4	8	47.1
Expanden Reference service	1	5.2	0	0.0
Expanded Journals (both print and electronic)	6	31.6	5	29.4
More Database	0	0.0	0	0.0
Total	19	100	17	100

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 12A.Teachers' opinion on the library resources to see more in future
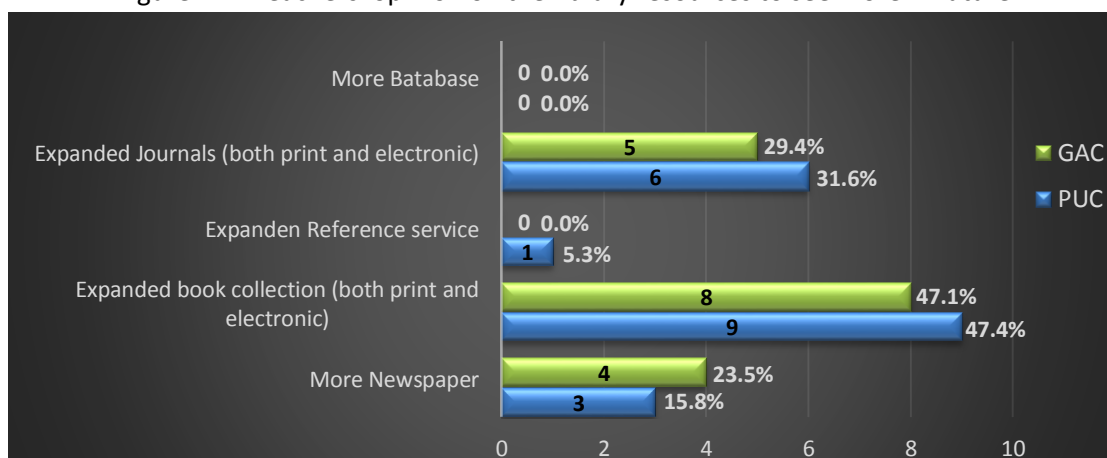
PUC=Pachhunga University College, GAC=Govt. Aizawl College

Data collected as shown in the table 12A shows that 3 (15.8%) respondent from the teachers of Pachhunga University College indicate more newspaper to see in future. 9 (47.4%) indicate expanded book collection (both print and electronic), only 1 (5.3%) indicate expanded reference service and 6 (31.6%) indicate expanded journals (both print and electronic) while no response on more database.

Respondents from Govt. AIzawl College indicate that 4 (23.5%) want more newspapers, 8 (47.1%) indicate expanded book collection (both print and electronic).

None response on reference service while 5 (29.4%) indicate expanded journals (both print and electronic) and no response on more databases.

Table 12B shows the opinion on students about the library resources to see more in future which is supplemented with figure 12B.

Table 12B. Students' opinion on the library resources to see more in future

Library Resources	PUC	Percentage	GAC	Percentage
More Newspapers	15	16.3%	10	13.7%
Expanded book collection (both print and electronic)	48	52.2%	40	54.8%
Expanden Reference service	11	12%	8	11.0%
Expanded Journals (both print and electronic)	9	9.8%	4	5.5%
More Database	9	9.8%	11	15.1%
Total	92	100%	73	100%

PUC=Pachhunga University College, GAC=Govt. Aizawl College

Figure 12B.Students' opinion on the library resources to see more in future
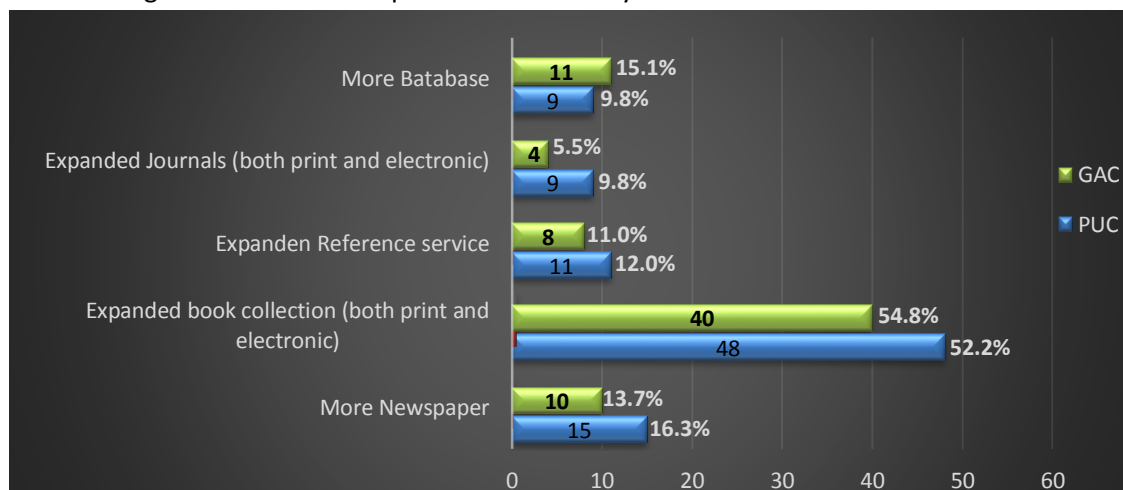
PUC=Pachhunga University College, GAC=Govt. Aizawl College

The 15 (16.3%) respondents from Pachhunga University College indicate more newspapers while 48 (52.2%) indicate expanded book collection (both print and electronic). 11 (12%) indicate expanded reference service and 9 (9.8%) indicate expanded journals (both print and electronic) while 9 (9.8%) indicate more database.

Respondents from Govt. Aizawl College shows that 10 (13.7%) indicate more newspapers, 40 (54.8%) indicate expanded book collection (both print and electronic), 8 (11%) indicate expanded reference service and 4 (5.5%) indicate expanded journals (both print and electronic) and 11 (15.1%) indicate more databases to see more in future.

CHAPTER-VI

CONCLUSION AND SUGGESTIONS

6.1 CONCLUSION

We know that library plays an indispensable role in academic institution. The primary aim of the library is to fulfill the information needs of the users. This study will have a pragmatic value to make the librarian to develop the library so that, the users are mostly benefited. The library is a growing organism so the collection, staff, budget etc. should be increased to facilitate the future requirements of the users.

We know that the successful management of college library depends upon three vital aspects of the library, first finance; second personnel and third information. But the librarian of the concerned library is concerned only with the third aspect i.e. information retrieval. In this matter the librarian is the sole responsible person. For the retrieval of right information to right reader at the right time, a good management information system should be developed by the librarian. But the input resources of a college library mainly lie in the hands of the top management i.e. high official of the Directorate of higher education of the Government, the Principal and faculty members of a college.

It has been found that more than one third of students are visiting the library daily. It is also interesting to note that teachers of both the colleges are not visiting the library on daily basis. Only few of them from both the colleges are visiting the library on weekly and monthly basis. It is also interesting to note that most of teachers of PUC are satisfied with quality of collection available in its library in comparison to the teachers of Govt. Aizawl College. So efforts should be made by the libraries to attract the teachers and students in the library. Both the libraries have good number of literatures in their collection but they are unable to attract its users in good numbers. It is also interesting to note that most of the students are visiting the library to read the books or to borrow it from the library. Whoever among the teachers are visiting to the library are visiting for books only. Most of the teachers find the collection appropriate and few of them find it inappropriate.

Quite good number of students from both the colleges find the text books as the main source of information. Whereas similar number of teachers from both the colleges find the reference collection very useful for them. Obviously libraries are taking much interest in developing their collection of books.

6.2 SUGGESTIONS

In the survey many problems and hindrance are found affecting the standard of information sources and services provided by both the library of Pachhunga University College and Govt. Aizawl College. Following are the suggestions and recommendations of the study.

1. From the result of the survey it is clear that the users are not satisfied with the standard quality of library staffs. It is recommended that each college should have efficient staff strength with standard qualifications to provide better services.

2. Government and college authorities should give due priority to provide training facilities for untrained library personnel and should send them to national and international training programmes when necessary.

3. The study result of satisfaction level with the overall services provided by the library reveals that users are quite satisfied. Hence it is recommended that the library should continue to serve those qualities to support for higher quality education and thus, user satisfaction. However, it is suggested that there should be annual inspection at each college library by library experts to evaluate the performance of the library.

4. The present study reveals that majority of the respondents are heavily suffering from shortage of information sources within the libraries. As a result, the college libraries have failed to meet the needs and requirements of the users. Hence it is suggested that fund for the libraries should be increased and purchase of various reading materials should be influenced. It is recommended that systematic utilization and categorization of the budget according to the needs of the library is also very important.

5. From the result of the survey it is revealed that users are unaware regarding the use of electronic information sources and services provided by the library. It is suggested that the authority should provide user education program on emerging library technologies which may be introduced to the library clientele especially freshmen.

It is recommended that the librarian should encourage faculties and students to use computer in libraries and convince officials that automation will improve the effectiveness of information services and access to information which they need for teaching and learning. User should also be given training so that he can handle the computerized system independently.

6. The study reveals that users visiting the library are heavily engaged in reading books and to prepare assignment and notes as compared to browse internet and to read journals and magazines. It is suggested that the library should organize a "library week" each semester to show the various resources available in the library and their importance. The library should also organize a quarterly training for both teachers and students on the use of library materials and services. It is also recommended that the libraries should make all efforts to increase the number of textbooks in their collection, at the same time authority should investigate the causes to less use of journals and magazines and the internet facilities that might need to improve more on it.

7. The survey result regarding the frequency of library visit indicates that most users' are regularly visiting the library. It was also known that from the result that students use the library more than teachers. This indicate that users rely more on library resources for their academic pursuit in teaching and learning. The findings of the study recommended that the user education should be provided to make the user aware about the library collection as well as the services.

8. The finding of the study regarding the main source of information reveals that users are unaware about online resources, theses and dissertation etc. Hence, it is recommended that there should be proper awareness on use of those resources especially for the teachers in preparing for teaching and for research purpose. It is also suggested that the authority should organize new information literacy training progarmmes, which impart required skills to users in accessing internet resources.

9. The research result indicate that the use of library catalogue is very poor in both the colleges. It is suggested that the library authority should organize user education programmes and awareness services for both students and teachers.

10. It is suggested that the libraries should maintain better CD-ROM database search service. CD-ROM offer many advantages to the library service. It is also recommended that it is necessary to publicize a service which is already too popular. User needs to be shown how to use the CD-ROM for the success of better service.

11. The survey result regarding the user opinion on resources to see more in future shows that most users indicate book collection. Hence it is recommended that the authorities should make all efforts to increase the number of textbooks in their collection as well as other resources to support better quality education.

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APPENDICES

Sir/Madam,

I am pursuing MPhil in the Department of Library & Information Science, Mizoram University, Aizawl. As a component of the syllabus, I have to submit my dissertation on the above mentioned topic under the guidance of Dr. S.N Singh. You are requested to kindly fill up the questionnaire. I insure you that the information given by you will be used for academic purpose only.

(Please answer the question or tick mark in the box provided against each question)

Jacob MS Dawngliana
M. phil Scholar
Dept. Of Lib.& Inf. Sc.
Mizoram University

___

QUESTIONNAIRE

1. NAME _____

2. **Sex** ☐ Female ☐ Male

3. **Designation** ☐Teacher ☐ Student

4. **Name of the College**: _____

5. **You are in which stream** ☐ Arts ☐ Science ☐ Commerce ☐ Others

6. **What is your frequency of library visit** ☐ Daily ☐ Weekly ☐ Monthly ☐ Never

7. Purpose of your library visit

☐ To read books
☐ To read newspaper
☐ To prepare notes
☐ For internet browsing
☐ To read journals and magazine
☐ For teaching

8. What is your opinion with regard to the collection of information sources available in your library? Please tick

☐ Adequate   ☐ Inadequate
☐ Needs tremendous improvement

9. What is your main source of information you use to meet your teaching needs?

Formal Information sources

☐ Text Books
☐ Reference Books (Encyclopedia, yearbooks, Manuals, etc.)
☐ Journals/Magazines
☐ Conference/Seminar Proceedings
☐ Theses and Dissertation
☐ Abstracts/Indexes
☐ Reports
☐ Online Resources
☐ Others

10. Please think about the various activities which occupied you on your visit to the library. Then, for each, tick the appropriate box below to show how successful you were in achieving your aim.

	Very sucessful	Sucessful	Unsucessful
a) Looked for library materials on the shelves	☐	☐	☐
b) Used an electronic information service (e.g.WWW, Online catalogue or the Internet)	☐	☐	☐
c) Used the library's catalogue	☐	☐	☐
d) Got or sought help from library staff	☐	☐	☐

11. Please indicate your satisfaction level with the following statements:

	Fully Satisfied	Satisfied	Partially Satisfied	Not Satisfied
a) Lending Service	☐	☐	☐	☐
b) Reference service	☐	☐	☐	☐
c) Book arrangement	☐	☐	☐	☐
d) User Orientation Programme	☐	☐	☐	☐
e) Photocopying	☐	☐	☐	☐
f) Internet service	☐	☐	☐	☐
g) CD-ROM Search	☐	☐	☐	☐

12. Please indicate the following statements:

	Agree	Disagree
a) The library enable me to be more efficient in my academic pursuits	☐	☐
b) In general, I am satisfied with the way in which I am treated in the library	☐	☐
c) In general, I am satisfied with library support for my learning/teaching needs	☐	☐

13. I need to ask a librarian for help because.... Please tick the relevant responses.

a)   ☐   I didn't know where to look
b)   ☐   To save the time
c)   ☐   To get a better quality search
d)   ☐   I wasn't confident to search myself

14. I didn't ask a librarian for help because..... Please tick the relevant responses.

a)   ☐   I didn't know that this service was available
b)   ☐   I felt confident of finding the information myself
c)   ☐   It may take too long time to get an answer from library staff

15. What is your opinion about the staff in the College Library about the following:

	Yes	No
2. Always ready to help	☐	☐
3. Too busy to help	☐	☐
4. Not adequate in number	☐	☐
5. Incompetent to help	☐	☐

16. Please indicate how much you agree or disagree with the following statement:

	Strongly agree	Agree	Disagree
Overall, the library provides a good service to me	☐	☐	☐

17. Please indicate the type of library resources would you like to see in the future:

a) ☐ More newspapers
b) ☐ Expanded book collection (both print and electronic)
c) ☐ Expanded reference services
d) ☐ Expanded journal access (both print and electronic)
e) ☐ More databases

18. SUGGESTION

Please give your suggestions for eliminating the existing problems especially library collection and improving library services in the College Library.

_____
_____
_____
_____
_____

Date :   Signature

QUESTIONNAIRE

ON

Use of Information Sources and Services by Teachers and Students: A comparative study of Pachhunga University College and Government Aizawl College

Sir/Madam,

I am pursuing M.Phil. in the Department of Library & Information Science, Mizoram University, Aizawl. As a component of the syllabus, I have to submit my dissertation on the above mentioned topic under the guidance of Dr. S.N Singh. You are requested to kindly fill up the questionnaire. I insure you that the information given by you will be used for academic purpose only.

(Please answer the question or tick mark in the box provided against each question)

Jacob MS Dawngliana
M.Phil. Scholar
Dept. Of Lib.& Inf. Sc.
Mizoram University

QUESTIONNAIRE

1. NAME _____

2. **Sex** ☐ Female ☐ Male

3. **Designation** ☐ Teacher ☐ Student

4. **Name of the College**: _____

5. **You are in which stream** ☐ Arts ☐ Science
☐ Commerce ☐ Others

6. **What is your frequency of library visit** ☐ Daily ☐ Weekly
☐ Monthly ☐ Never

7. Purpose of your library visit
- ☐ To read books
- ☐ To read newspaper
- ☐ To prepare assignment & notes
- ☐ For internet browsing
- ☐ To read journals and magazine

8. What is your opinion with regard to the collection of information sources available in your library? Please tick

☐ Adequate   ☐ Inadequate
☐ Needs tremendous improvement

9. What is your main source of information you use to meet your teaching needs?

Formal Information sources

- ☐ Text Books
- ☐ Reference Books (Encyclopedia, yearbooks, Manuals, etc.)
- ☐ Journals/Magazines
- ☐ Conference/Seminar Proceedings
- ☐ Theses and Dissertation
- ☐ Abstracts/Indexes
- ☐ Reports
- ☐ Online Resources
- ☐ Others

10. Please think about the various activities which occupied you on your visit to the library. Then, for each, tick the appropriate box below to show how successful you were in achieving your aim.

	Very sucessful	Sucessful	Unsucessful
a) Looked for library materials on the shelves	☐	☐	☐
b) Used an electronic information service (e.g.WWW, Online catalogue or the Internet)	☐	☐	☐
c) Used the library's catalogue	☐	☐	☐
d) Got or sought help from library staff	☐	☐	☐

11. Please indicate your satisfaction level with the following statements:

	Fully Satisfied	Satisfied	Partially Satisfied	Not Satisfied
a) Lending Service	☐	☐	☐	☐
b) Reference service	☐	☐	☐	☐
c) Book arrangement	☐	☐	☐	☐
d) User Orientation Programme	☐	☐	☐	☐
e) Photocopying	☐	☐	☐	☐
f) Internet service	☐	☐	☐	☐
g) CD-ROM Search	☐	☐	☐	☐

12. Please indicate the following statements:

	Agree	Disagree
a) The library enable me to be more efficient in my academic pursuits	☐	☐
b) In general, I am satisfied with the way in which I am treated in the library	☐	☐
c) In general, I am satisfied with library support for my learning/teaching needs	☐	☐

13. I need to ask a librarian for help because.... Please tick the relevant responses.

e)   ☐   I didn't know where to look
f)   ☐   To save the time
g)   ☐   To get a better quality search
h)   ☐   I wasn't confident to search myself

14. I didn't ask a librarian for help because..... Please tick the relevant responses.

d)   ☐   I didn't know that this service was available
e)   ☐   I felt confident of finding the information myself
f)   ☐   It may take too long time to get an answer from library staff

15. What is your opinion about the staff in the College Library about the following:

	Yes	No
2. Always ready to help	☐	☐
3. Too busy to help	☐	☐
4. Not adequate in number	☐	☐
5. Incompetent to help	☐	☐

16. Please indicate how much you agree or disagree with the following statement:

	Strongly agree	Agree	Disagree
Overall, the library provides a good service to me	☐	☐	☐

17. Please indicate the type of library resources would you like to see in the future:

f) ☐ More newspapers
g) ☐ Expanded book collection (both print and electronic)
h) ☐ Expanded reference services
i) ☐ Expanded journal access (both print and electronic)
j) ☐ More databases

18. SUGGESTION

Please give your suggestions for eliminating the existing problems especially library collection and improving library services in the College Library.

_____
_____
_____
_____
_____

Date :   Signature

Appendix – III

GOVT. AIZAWL COLLEGE   **Inside the library**

C. Vanlalruaia, Librarian
Govt. Aizawl College

Appendix – IV

Pachhunga University College Entrance

PUC Library view from second floor

Dr. Lalthanmawii Sailo, Asst. Librarian
Pachhunga University College