

**USE AND USERS' SATISFACTION TOWARDS LIBRARY  
RESOURCES AND SERVICES BY TEACHERS AND STUDENTS  
OF SELECTED COLLEGES IN MIZORAM: AN EVALUATIVE  
STUDY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY**

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**MZU REGISTRATION No.: 1809 of 2001-02**

**Ph.D. REGISTRATION No.: MZU/Ph.D./1959 of 04.08.2021**



**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE  
SCHOOL OF ECONOMICS MANAGEMENT AND  
INFORMATION SCIENCE  
FEBRUARY, 2025**

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**In partial fulfillment of the requirement of the Degree of Doctor of Philosophy  
in Library and Information Science of Mizoram University, Aizawl.**



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**CERTIFICATE**

This is to certify that **Lalrokhawma**, Ph.D. Scholar of the Department of Library and Information Science, Mizoram University has written her thesis titled **“Use and Users’ Satisfaction towards library resources and services by teachers and students of selected colleges in Mizoram: An evaluative study”** under my supervision. To the best of my knowledge and belief, the work embodies her original investigation and findings and has not been published anywhere. I consider it worthy of the Degree of Doctor of Philosophy (Ph.D.) in Library and Information Science at Mizoram University.

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**DECLARATION**  
**MIZORAM UNIVERSITY**  
**FEBRUARY, 2025**

I **LALROKHAWMA**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the **Degree of Doctor of Philosophy in Library and Information Science**.

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## ACKNOWLEDGEMENT

*(For from Him and through Him and to Him are all things.*

*To Him be the Glory forever. Amen. Roman 11:36)*

At the very outset, I would like to offer my heartiest and deepest gratitude to my supervisor **Prof. Manoj Kumar Verma**, Department of Library and Information Science, Mizoram University, Aizawl for his valuable guidance, support, and inspiration throughout the research work. It has been a privilege working under the supervision of a hardworking, knowledgeable, and experienced person like him, who has always been a source of support and confidence. I sincerely thank him for giving me the freedom to express my thoughts and making the research work an enjoyable one.

I gratefully acknowledge **Prof. Pravakar Rath, Prof. R.K. Ngurtinkhuma (Rtd), Dr. Langaizuali, Dr. F. Chanchinmawia, and Dr. Manendra Kumar Singh** of the Department of Library and Information Science, Mizoram University, Aizawl for their moral support and helpful advice during my research work.

My earnest thanks to **Vuansanga Vanchhawng**, Principal HATIM for his constant support and a collective acknowledgment to all my colleagues in my college for their support and prayers. A special acknowledgment to Mr. **RTC Lalremruata** Asst. Prof. Department of Social Work, HATIM for his help in statistical analysis and the progression of my research work.

I would like to extend my sincere thanks to all my fellow research scholars for their insightful suggestions and help. Thanks should go to all my cooperative and supportive friends and well-wishers.

The bibliography given in the thesis is to be considered as an acknowledgment to the respective proprietor of the document. My core duty is to thank all the research scholars whose thesis were the major area of my study.

I also express my heartfelt thanks to all respondents for their cooperation and endless support, who willingly provided the data for my research work.

I want to give a special thanks to *Madam Amita Verma* for her care, love, blessings, and support as a family member during my research work. I would also like to extend my sincere thanks to my fellow research scholars, *Bwsrang Basumatary*, *Swagota Saikia*, and *Viv Rangsar Daimary*, for their cooperation and insightful suggestions. I am thankful to all my supportive and cooperative friends and well-wishers.

I also acknowledge the people who mean a lot to me, my brother and sister, mother-in-law, Sister-in-law, and Brother-in-law for their faith in me, especially *R. Zirthangi*, *K. Lalthlamuani*, *Lalramengmawii*, *PC. Malsawmzuali*, *K. Lawmsangzuala*, *K. Lalnunthara* and *Eli Lalnunthuangi* for their endless support and prayers.

I would like to extend a special thanks to the biggest motivators- my mother *Tuahthiami* and my father *LH. Roliana*, they are my all-time supportive loving parents. I am deeply indebted to them for their sacrifices in shaping my life.

Finally, this piece of work is dedicated to my beloved wife Mrs. *K. Lalawmpuii* and my dear son *Christian Remruatpuia*, I am truly thankful for having them in my life. I find it difficult to express my appreciation for being with me through thick and thin and being my most enthusiastic cheerleader throughout my research.

I end this series of acknowledgments by again thanking the Almighty God for everything.

**Aizawl, Mizoram**

**(LALROKHAWMA)**

Dated:

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## **LIST OF ABBREVIATIONS**

<b>Terms</b>	<b>Description</b>
<b>NITI Aayog</b>	National Institution for Transforming India.
<b>PUC</b>	Pachhunga University College
<b>HATIM</b>	Higher and Technical Institute
<b>H&amp;TE</b>	Higher and Technical Education
<b>RUSA</b>	Rashtriya Uchchatar Shiksha Abhiyan
<b>MZU</b>	Mizoram University
<b>ICT</b>	Information Communication Technology
<b>N-LIST</b>	National Library and Information Services Infrastructure for Scholarly Content
<b>LMS</b>	Library Management System
<b>NAAC</b>	National Assessment and Accreditation Council
<b>OPAC</b>	Online Public Access Cataloguing
<b>Ph.D</b>	Doctor of Philosophy
<b>UGC</b>	University Grant Commission
<b>SOUL</b>	Software for University Libraries
<b>Wi-Fi</b>	Wireless Fidelity
<b>WWW</b>	World Wide Web
<b>URL</b>	Uniform Resource Locator
<b>DDC</b>	Dewey Decimal Classification
<b>RFID</b>	Radio Frequency Identification
<b>UGC- NRC</b>	University Grant Commission- Network Resource Centre
<b>SSR</b>	Self-Study Report
<b>LGC</b>	Lunglei Government College
<b>INFLIBNET</b>	Information Library Network
<b>DoNER</b>	Development of North Eastern Region
<b>PMJVK</b>	Pradhan Mantri Jan Vikas Karyakram
<b>AAA</b>	Academic and Administrative Audit
<b>LIS</b>	Library and Information Science

<b>APA</b>	American Psychological Association
<b>NERIST</b>	North Eastern Regional Institute of Science and Technology
<b>RIPANS</b>	Regional Institute of Paramedical and Nursing Science
<b>H &amp;FW</b>	Health and Family Welfare
<b>BVSc</b>	Bachelor of Veterinary Science
<b>MBBS</b>	Bachelor of Medicine and Bachelor of Surgery
<b>AICTE</b>	All India Council for Technical Education
<b>MDEE</b>	Mizoram Diploma Entrance Examination
<b>MPL</b>	Mizoram Polytechnic
<b>WPL</b>	Women polytechnic
<b>JEE</b>	Joint Entrance Exam
<b>NEET</b>	National Eligibility-cum-Entrance Test
<b>DCA</b>	Diploma in Computer Application
<b>IIT</b>	Indian Institute of Technology
<b>ANOVA</b>	Analysis of Variance

# **CHAPTER – 1**

## **INTRODUCTION**

## **1. INTRODUCTION**

The library is a space where individuals can acquire knowledge and experience joy and happiness. Libraries have become integral institutions in modern society for education and research. Libraries currently serve as hubs of comprehensive education and catalysts for transformation in the realm of research and academic pursuits within society, satisfying users' intellectual curiosity. Libraries can be seen as vast repositories of knowledge. Academic libraries serve as a rich source of knowledge and information for a significant number of educational institutions, including schools, colleges, and universities. Academic libraries serve as crucial repositories of information for the majority of educational institutions, including schools, colleges, and universities.

Libraries serve as portals to cultural and academic understanding and have a crucial impact on forming a society. The resources and services they provide facilitate learning and promote literacy and education. They contribute to the formation of novel concepts and viewpoints essential to fostering a creative and pioneering society. Libraries facilitate informal education by assisting learners in accessing a wide array of available resources. A library is a non-profit organization that provides services and requires effective administration to fulfill its objective of meeting the needs and expectations of its users.

### **1.1. BACKGROUND OF THE STUDY**

Libraries are regarded as service-oriented organizations that serve the information requirements of their customers. Library operations focus on meeting users' demands, as user happiness is highly valued in-service centers. Academic libraries significantly impact the institutions they are a part of. The primary purpose of the college library is to facilitate the attainment of the parent institution's goals and objectives. Many authors have already emphasized libraries' significant location and significance in academic institutions. Effah (1998) highlighted the crucial role of libraries in providing academic support services that are essential for achieving the core objectives of education, which include teaching, learning, and research. Kargbo (2002) asserted that the academic library is the primary entity of academic



institutions, and together with well-equipped libraries and faculties, serves as the criteria for evaluating the standing of academic institutions. Verma (2015) examined the significance of the academic library in attaining academic excellence in educational institutions and emphasized that a good library is important for the completeness of academic institutions. The college library serves as a central hub of campus life, offering opportunities to borrow books, locate a serene environment for studying, and maybe access periodicals such as magazines and newspapers. College libraries expand their accessibility by connecting to the Internet, providing a wide range of services and information available in both physical and digital formats. The academic library is the central and indispensable resource of any educational institution. Education plays a vital role in a nation's growth, and libraries are essential resources for achieving national goals related to human capital and economic progress. Advocating for continuous learning is an educational approach that is both sustainable and enduring.

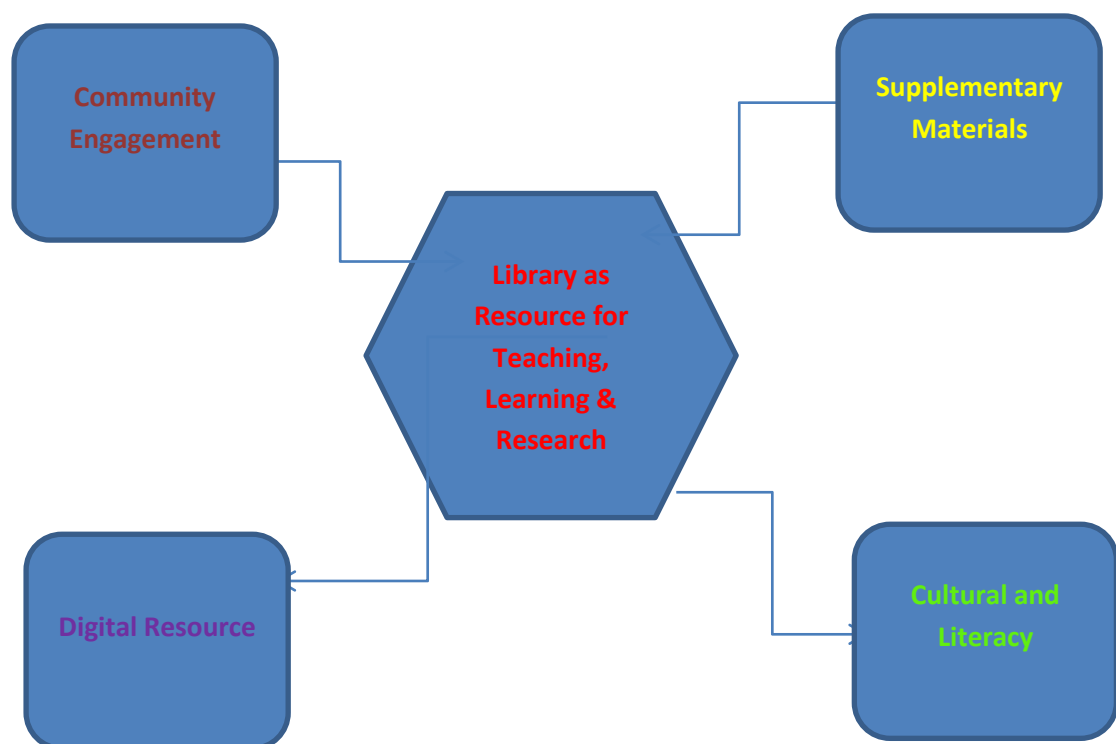


Figure 1.1: Importance of the Library

## 1.2. LIBRARY AND EDUCATION

The library and education are essential components of human life. Educators worldwide now acknowledge the imperative of a library playing a significant and efficient part. Education, whether official or informal, should be discussed in a constructive setting. Libraries play a crucial role in both social and educational domains. Libraries have consistently remained pertinent and have served as a valuable supplement to education. Additionally, they enhance the cognitive abilities of the human mind. Humans develop the abilities to address economic and social issues.



Figure 1.2: Role of Library in Education

(Source: <https://www.theasianschool.net/blog/the-importance-of-school-library/>)

The role of library services is crucial in fostering the independent thinking and research skills of young people. Libraries have become an essential component of public education due to the following reasons:

**1.2.1. Access to Library Resources:** Libraries provide access to a vast array of resources including books, journals, magazines, multimedia materials, and digital databases. These resources cover a wide range of subjects and topics, ensuring that students have access to information beyond what is available in textbooks or online.

**1.2.2. Library Support for Research and Study:** Libraries offer a conducive environment for research and study. They provide quiet spaces for concentration, access to computers and the internet for online research, and knowledgeable librarians who can assist students in finding relevant information and resources.

**1.2.3. Library Develop Critical Thinking Skills:** Libraries teach students how to critically evaluate information and sources. Librarian's help students navigate through the vast amount of information available, discern credible sources from unreliable ones, and develop the skills needed to conduct thorough and effective research.

**1.2.4. Library Promote Literacy and Reading:** Libraries play a crucial role in promoting literacy and a love for reading. By offering a diverse collection of books and literature, libraries encourage students to explore different genres, authors, and perspectives, which enhance their language skills, vocabulary, and comprehension abilities. Libraries are vital to education as they provide essential resources, support research and study efforts, promote literacy and critical thinking skills, foster cultural and social engagement, facilitate technology access and digital literacy, and collaborate with educators to enhance the educational experience. They serve as invaluable institutions that contribute significantly to the academic and intellectual development of students at all levels of education.

**1.2.5. Library Help Technology Access and Digital Literacy:** Many libraries provide access to technology resources such as computers, printers, and Wi-Fi, which are essential for completing assignments and conducting research. They also offer programs and workshops to teach digital literacy skills, ensuring that students are proficient in using technology for learning and communication.

**1.2.6. Library promotes Cultural and Social Engagement:** Libraries serve as cultural hubs where students can engage with literature, art, history, and diverse perspectives. They often host events such as author talks, book clubs, exhibitions, and cultural programs that broaden students' understanding of the world and foster a sense of community.

**1.2.7. Library Collaborate with Educators:** Libraries collaborate with educators to support curriculum goals and teaching objectives. They provide teaching resources, curriculum materials, and professional development opportunities for educators, ensuring that they have the tools and support needed to enhance student learning.

### **1.3. LIBRARY INFORMATION SOURCES AND SERVICES: A CONCEPTUAL FRAMEWORK**

Library resources encompass the entirety of information sources and other services offered by a library to its patrons. The effectiveness, significance, ease of use, presence, and delivery of assistance services will eventually decide the efficiency, dependability, and adequacy of a library's endeavor.

Library resources comprise the assortment of items and equipment available in a library, which includes both sources of information and the means to retrieve and utilize them. Books and magazines are the primary components of most libraries, and library patrons have become used to encountering them in their traditional paper manifestations. However, the emergence of technology has transformed the perspective of libraries by offering material in digital formats rather than traditional paper-based formats. A library is an assemblage of information sources and related materials that are made available to a specific group of people for the purpose of reference or borrowing. A library is a facility that offers both physical and digital means of accessing materials. It can take the form of a physical building or room, a virtual environment, or a combination of both. Library resources serve as repositories of information. Historically, the primary sources of information were predominantly comprised of books, journals, newspapers, editorials, and encyclopedias. Nevertheless, with the emergence of the internet, digital sources of knowledge have become widespread. The digital sources of information encompass online libraries, journals, encyclopedias such as Wikipedia, blogs, and video logs like YouTube. Movie clippings, particularly those related to history, have significantly contributed to modern study and might be categorized as 'Library Resources'.

The primary goal of library media centers is to offer resources that enhance and support the educational program of the institution. Additionally, they aim to promote activities and inquiry that enable students to become proficient in utilizing ideas and information effectively, as well as fostering a sense of responsibility for lifelong learning. Library Resources encompass a wide range of written, printed, or graphic materials that contain information, such as manuscripts, books, newspapers, maps,

and photographs. It also includes various forms of media, such as films, audio recordings, and video recordings, as well as their reproductions. These resources are available in a library and serve to support learning, research, and information needs. These resources encompass a wide range of items, such as physical books, electronic books, scholarly journals, newspapers, periodicals, multimedia products, internet databases, and other similar sources. In addition, library resources may include services such as reference aid, interlibrary borrowing, computer availability, study areas, and educational sessions. The objective of library resources is to offer users an extensive variety of information sources and tools to aid them in their academic, professional, and personal endeavors. Library and information sources are categorized into two distinct groups, namely:

### **1.3.1. Documentary Sources**

Documentary sources are classified into three distinct categories: Primary, Secondary, and Tertiary Sources. Primary sources refer to the initial published records of original study and development. These documents are authentic records that contain unaltered original concepts, such as periodicals, research reports, patents, conference proceedings, dissertations or theses, manuscripts, and unpublished sources (diaries, notebooks, files, inscriptions on tombstones, coins, etc.). Secondary sources are derived from or refer to primary sources of information. Secondary sources are derived and analyzed from primary or original content. Secondary sources of information involve the selection, modification, and organization of original information into a user-friendly format for convenient access. For example, some examples of these types of texts include Index, Bibliography, Reviews, Monographs, Encyclopedia, Dictionary, Handbook, and Manual. Tertiary sources of information consist of information that has been refined and gathered from primary and secondary sources. Tertiary sources have the main purpose of aiding researchers in effectively utilizing primary and secondary sources of information, such as directories and yearbooks.

### **1.3.2. Non- Documentary Sources:**

Non-documentary sources of information refer to real-time sources that offer immediate information and communication. Non-documentary sources of information encompass a wide range of entities such as research organizations, societies, industries, government establishments, departments, learned and professional bodies, universities, technological institutions, data centers, information centers, referral centers, clearing houses, consultants, and technological gatekeepers. Non-documentary sources of information offer immediate access to information and are very manageable. Non-documentary sources of information have a significant drawback in that they can be expensive when there is a vast distance between people. Additionally, they need the use of advanced tools such as computer systems, video conferencing, and telephones. As stated by Dr. SR. Ranganathan Documentary sources of information can be categorized into four distinct classifications. These items also demonstrate the sequential progression of their creation, such as conventional forms like books, magazines, and maps. Neo-Conventional refers to the study of natural and physical sciences, including the associated standards, patents, newspaper clippings, and chemistry formulas. Non-conventional documents exhibit significant distinctions when compared to conventional and neo-neo-conventional texts. Dr. SR Ranganathan further categorizes these into four groups: Microcopy, Audio document, Visual document, and Audio-Visual document. A meta-document is generated rapidly and without direct human input for example, mechanized technology, photography, radar, and so on.

### **1.3.3. Library Services**

Library services have been a fundamental component of libraries since ancient times. Having the appropriate personnel in the correct position at the appropriate moment is the utmost crucial aspect of Library service. Information and Communication Technologies (ICTs) have revolutionized the way library services are provided. Currently, people have a variety of choices when it comes to acquiring information and they tend to favour using online resources and services. Thus, libraries must

employ electronic technologies to meet the needs of their patrons. The emergence of library services as a result of the Internet and the World Wide Web has provided a cost-effective means of accessing a wide range of information resources easily and without limitations. The National Knowledge Commission (NKC) firmly advocated for the role of libraries as gateways to knowledge in its report. It emphasized that libraries, by their active and efficient services, significantly impact educational, economic, and social development.

#### **1.4. HIGHER EDUCATION IN MIZORAM**

The Directorate of Higher and Technical Education oversees higher education in Mizoram under the authority of the state government. In 1989, the organization was renamed the Department of Higher & Technical Education and its main headquarters was established at MacDonald Hill, Zarkawt. The Department of College Education in Mizoram is overseen by the Ministry of Education, the government of Mizoram, and the Higher and Technical Education Department, who serve as the administrative heads. This directorate is responsible for overseeing higher education, specifically at the collegiate level and beyond. This includes the management of science and technical education within the state. Presently, there are a total of 21 general government colleges, 8 private colleges, one Open University College, and 3 teacher training colleges. There is one college for law, one college for Hindi training, and two Mizoram Polytechnic colleges.

As the name suggests, this department is responsible for overseeing Technical Education in the state. There are two Polytechnic Institutes that offer a three-year Diploma Course in Civil, Mechanical, and Electrical Engineering. These courses are recognized by the All-India Council for Technical Education. Additionally, there is a women's polytechnic in Aizawl that offers courses in Electronics and Telecommunication Engineering, Modern Office Practice, Beauty Culture Cosmetology, and Garment Technology.

The higher education department is responsible for overseeing the students of NERIST in Arunachal Pradesh. Additionally, around 100 Engineering students are enrolled through the restricted seats for the Mizoram state Quota. Students enrolled

in different technical courses receive financial support in the form of stipends, book grants, and other forms of assistance. The agency also ensures consistency in standards among the institutions, providing financial help in the form of both recurring and non-recurring grants to colleges. Students can also access financial aid for specialized purposes. In addition, it has developed and managed collegiate hostels in various locations both within and beyond the state.

The Directorate of Higher and Technical Education (H&TE) office handles all matters related to higher education, starting at the collegiate level and extending to technical education. The department is divided into three distinct offices, each responsible for performing specific responsibilities.

1. The Directorate Office (Main)
2. Office of Mizoram State Council for Technical Education, headed by Joint Director of H&TE (Tech.)
3. Office of Mizoram Scholarship Board, headed by Secretary MSB

Currently, the H&TE Department oversees a total of 21 UG Government Colleges (General) and 5 Professional/ Training schools. The table below provides an overview of the current higher education in the State, including institutes and universities that are governed by different bodies.

**Table 1.1. Current Higher Education is governed by other bodies.**

SINo	Discipline/ Subject	No. of institution	Courses/ Programs offered	Location & Nature of Management
1	Medical College	1	MBBS	Zoram Medical College, Falkawn (Managed by State Govt.)
2	Veterinary College/ Institution	1	B.VSc, M.VSc., Ph.D.	Constituent college of Central Agriculture University, Imphal Location: Selesih
3	Horticultural College	1	B.Sc. (Horticulture)	Constituent college of Central Agriculture University, Imphal Location: Thenzawl
4	Para-Medical Institute	1	B.Sc. Nursing, B.Pharm, B.Sc. MLT, B.Optom, M.Sc. MLT, M.Pharm	RIPANS, Aizawl (Managed and funded by Central Govt.)
5	Nursing Colleges	4	B.Sc. (Nursing)	1. Mizoram College of Nursing



				(H&FW Dept., Mizoram Govt.) 2. College of Nursing, Synod Hospital, Durtlang (Mizoram Synod) 3. BN College of Nursing (Pvt) 4. RIPANS, Aizawl
6	University/Institutes	3	Undergraduate & Post Graduate Degrees, M.Phil., Ph.D., and other professional degrees including B.Tech., M.Tech., B.Ed., M.Ed., BBA, MBA, etc.	1. Mizoram University (MZU), Tanhril (Central University) 2. NIT Mizoram, Aizawl (Institute of National Importance) 3. ICFAI, Durtlang North (Private university)
7	Law	1	L.L.B.	Mizoram Law College, Aizawl (Managed by H&TE Dept.)
8	Teacher Training institute/ college	3	B.Ed., M.Ed., M.Phil., Ph.D.	Inst. Of Advanced Studies in Education, Aizawl (Managed by H&TE Dept.) DIET Aizawl DIET Lunglei
9	Hindi Teacher Training Institute	1	B.Ed. (Hindi Shikshan Parangat); B.Ed. (Hindi Shikshak); D. El. Ed Diploma	Mizoram Hindi Training College, Durtlang North (Managed and funded by H&TE Dept)
10	General UG College	21	B.A., B.Com., B.Sc., B.Sc (H. Sc.), BCA, BBA, M.A.	Located in various districts; Affiliated to Mizoram University (Managed and funded by H&TE Dept.)
11	General UG College (Constituent College of Mizoram University)	1	B.A., B. Com, B.Sc., BBA, M.A., M.Sc. B	Pachhunga University College, Aizawl (Management under Mizoram University)
12	General UG College (Private)	8	B.A., B.Com., BSW.	Funded and managed by private organizations
13	Polytechnic Institutions	2	Diploma (various vocations)	1. Mizoram Polytechnic Institute (Lunglei)& 2. Women Polytechnic Institute (Aizawl) (funded and managed by H&TE Dept.)
14	Technical/ Professional Institutions	Nil	B. Tech etc.	Engineering College at Pukpui (Lunglei) not yet functioning.
15	Other Higher Education Institutions.	Theology & Divinity - 2 nos.	B.D. B.C.S M.Th. M.Phil. D. Th.	1. Aizawl Theological College (Private run by Synod) 2. Academy of Integrated Christian Studies (Private run by BCM)
16	Distance Education Centre	-1	Certificate/ Diploma/ UG/ PG courses	A center of Indira Gandhi National Open University (IGNOU)

(Source: H&TE Department Govt. of Mizoram <https://dhte.mizoram.gov.in/>)

The Mizoram State Council for Technical Education is overseen by the office of the Joint Director (Technical). The office administers the Mizoram Diploma Entrance Exam (MDEE) for admission into the two polytechnic institutes operated by the

department. These institutes offer courses that are accredited by the All-India Council for Technical Education (AICTE).

1. Mizoram Polytechnic, Lunglei (MPL) which offers a 3-Year Diploma Course in (i) Civil, Engineering, (ii) Electrical Engineering, (iv) Mechanical Engineering, and (iv) Computer Science Engineering.
2. Women's Polytechnic, Aizawl (WPA) which offers a 3-year Diploma in (i) Modern Office Management Practice, (ii) Garment Technology, (iii) Beauty Culture & Cosmetology, and (iv) Electronics & Telecommunication Engineering.

Furthermore, this office administers nationwide entrance examinations for admission into technical programs such as JEE and NEET. In addition, it administers the State Medical and Technical Entrance Test (SMATEE). The average number of allocated quota/seats available is as follows: SMATEE - 269, NEET - 169, and JEE - 130. The office also offers supervisory and regulatory services to over 20 institutes around the state that give a Diploma in Computer Application (DCA).

The Mizoram Scholarship Board is responsible for administering the Post Matric Scholarship of the Centrally Sponsored Scheme for students who are members of Scheduled Tribes and live in Mizoram. Furthermore, students enrolled in several technical courses receive support in the form of stipends, book grants, and other forms of assistance.

The H&TE Department consistently strives to improve the quality of service in higher education within the State by adhering to UGC norms that provide minimum requirements and credentials for teachers and other academic staff at colleges. All government-managed colleges are required to voluntarily participate in and undergo accreditation cycles conducted by the National Assessment and Accreditation Council (NAAC) to ensure consistency in standards.

As part of this process, a regular assessment called the Academic and Administrative Audit (AAA) is done among these schools. Aside from State financial aid provided in the form of both recurring and non-recurring grants, the

department also directs CSS funds from Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and other schemes such as DoNER, NEC, and PMJVK to colleges for the enhancement of different institutional infrastructure. Students can also access financial aid for specialized purposes. Collegiate Hostels for both male and female students have been created in various areas inside and beyond the State. These hostels provide affordable accommodation to meet the demands of students.

### **1.5. SIGNIFICANCE OF THE STUDY**

The library is a temple of knowledge with a social responsibility as well as the primary duty to cater to the needs of its users and it serves as the central hub of the academic institutions with an important role in the overall development of human resources in any nation. In the colleges, the library is an integrated, important, and inseparable part of any organization and it is attached to the college to serve the teaching, learning, and research needs of the students, scholars and teachers it is considered the mirror of organizations and its academic characters. Dr Sarvepalli Radhakrishnan rightly said that the library is the heart of any academic institution. In the changing dimension and pattern of higher education in the modern era, libraries have to play a very dynamic, significant, and leading role in uplifting the education and research scenario of higher education by fulfilling their challenging task i.e. fulfilling the information needs of their users because of interdisciplinary nature of teaching, learning and research activities. The core concerns of today's college libraries are to provide easy access to knowledge, the creation and preservation of knowledge, the dissemination of knowledge, and better knowledge services, and their users should be satisfied with the efforts in the form of the library services and for this, it is very essential to know the user's needs, aware the usage about the library resources and services and most important is users' satisfaction. A well-organized library collection serves as an invaluable aid in the conservation of knowledge and ideas by acquiring, processing, and organizing or systematically arranging the reading material and organizing regular awareness programs about their resources for effective utilization of resources and services by the users. Thus, the College libraries must implement essential measures to ensure provide satisfactory service to users while meeting the needs of the modern globalized world and this is only possible by

examining and analyzing the library resources utilization and users' satisfaction, based on the user's feedback and revising the library's collection development policy and services is very important. Thus, user satisfaction is a very important area of research in the LIS profession for many decades and it has its importance and significance forever.

Therefore, it is very relevant to plan a study on users' satisfaction with the library collections and services at the college level of the Mizoram state to assess the actual status of library collections and services from users' satisfaction.

## 1.6. SCOPE AND LIMITATION OF THE STUDY

The present study's scope is limited to evaluating user satisfaction with library resources and services in selected Mizoram colleges. However, this study does not cover professional colleges and paramedical colleges. At present, there are a total of 30 general colleges and all are affiliated with Mizoram University. The present study will cover the teachers and students of all 23 Mizoram colleges recognized by the UGC Act 1956 2(F) and 12(B) only. There are 1022 teachers and 19066 students in a total of 20090 in the 23 colleges (*Source: <https://dhte.mizoram.gov.in/> March 2024*). Out of these, 230 teachers (10 from each college) and 345 students (15 from each college) will be randomly selected to collect the primary data with details emphasis on their use and user satisfaction with library resources and services. The selected colleges for this study are listed in Table 1.

**Table 1.2. List of Selected Colleges under study**

Name of the colleges\Institutions	Year of Estb.	UGC Recognition	No. of Students	No. of Faculty
Pachhunga University College	1958	2(F)and12(B)	3140	118
Government Hrangbana College	1980	2(F) and 12(B)	1857	63
Government Aizawl College	1975	2(F) and 12(B)	1856	56
Government Zirtiri Residential Science College	1980	2(F) and 12(B)	861	68
Government Aizawl North College	1988	2(F) and 12(B)	1245	38
Government Aizawl West College	1990	2(F) and 12(B)	909	41
Government T Romana College	1992	2(F) and 12(B)	1360	45
Government Johnson College	1993	2(F) and 12(B)	926	32
Government J Thankima College	1992	2(F) and 12(B)	1083	31
Government Champhai College	1971	2(F) and 12(B)	740	56
Government Khawzawl College	1985	2(F) and 12(B)	88	24
Government Saitual College	1984	2(F) and 12(B)	236	29

Government Kolasib College	1978	2(F) and 12(B)	662	53
Government Mamit College	1983	2(F) and 12(B)	133	30
Government Zawlnuam College	1986	2(F) and 12(B)	82	20
Government Serchhip College	1973	2(F) and 12(B)	476	52
Government Hnahthial College	1979	2(F) and 12(B)	142	27
Government Lunglei College	1964	2(F) and 12(B)	1100	70
Government J Buana College	1983	2(F) and 12(B)	523	39
Government Lawngtlai College	1980	2(F) and 12(B)	393	38
Government Kamalanagar College	1992	2(F) and 12(B)	370	30
Government Siaha College	1978	2(F) and 12(B)	489	24
Higher and Technical Institute Mizoram (HATIM)	2007	2(F) and 12(B)	395	40
<b>Total</b>	-	-	<b>19066</b>	<b>1024</b>

(Source: Mizoram University Annual Report 2020-2021)

## 1.7. RESEARCH DESIGN

### 1.7.1. Statement of the problem

Academic libraries are encountering two significant challenges: the general impact of the digital environment worldwide and growing competition. Currently, academic libraries are encountering difficulties due to the use of information technology, which has resulted in higher competition among users of information. Libraries must enhance the standard of their services to confront the difficulties posed by the abundance of information in the 21st century. It is an established fact that the library plays a crucial role in the higher education system by supplying significant information and knowledge to the academic community and is considered as the core of the academic system. The shifting educational interests, demographics, and technological preferences of the user communities and the changing influence of ICT tools and technology on library collections and services both library professionals and users to struggle to provide and find the necessary information promptly. In such situation satisfying the users' needs by the collections and services is really a big challenge for LIS professionals since many years.

This is an accepted truth that no library can fully meet the needs of all its users but our professional and moral duty is to assure the provision of utmost satisfaction to the largest possible number of users.

Nowadays academic libraries are encountering multiple obstacles as a result of the evolving information needs and usage patterns of users, as well as the transformation

in the structure and accessibility of information, particularly electronic information. To address the issues, several studies have been conducted across the globe to examine and measure the user's satisfaction with the library collections and services but such study was found missing with reference to the Mizoram state colleges to assess the utilization of library resources and user satisfaction with library resources and services in Mizoram Colleges.

The selected problem for this study i.e. “Use and User Satisfaction towards Library Resources and Services by Teachers and Students of Selected Colleges in Mizoram” is an attempt to assess and examine user satisfaction which is a direct indicator of users’ happiness. The study of usage of library resources and user satisfaction has a great impact on future library services by re-designing the library collection development policy and services on the basis of users’ opinions, demands, satisfaction, and dissatisfaction and for this evaluation of user satisfaction with library resources and service is necessary to provide information resources and services to meet user’s information requirements through examine and analyze the existing status of library collection, services ICT and physical infrastructure, users’ approach & tendency to visit library, users’ preferred sources, usage of library collections and services and identify the present strengths and weakness in collection and services in selected 23 colleges in Mizoram. This study is the first of its kind examining user’s level of satisfaction with library resources and services of Mizoram colleges. Academic library should provide relevant collection, services and facilities to users to gain their satisfaction. This study will discover to what extent library users are satisfied with the library resources and services provided by the college library. The study not only offered an opportunity to improve the weak areas in which the users showed their concern but also provided a chance to further strengthen the areas of services in which the users are satisfied. Further, this study anticipates and gives the vision for library professionals of Mizoram to re-plan their library resources and services from users’ perspective and assist the college administration and library experts in Mizoram to revamp their library collection and services to meet the needs of their users.

### **1.7.2. Objectives of the study**

The objectives of the present study are to:

1. Assess the status of library collections, services, ICT, and physical infrastructures of selected college libraries.
2. Measure the type of library users, frequency of visiting the library, purpose of library visits and preferred information sources used by respondents
3. Identify the usage of library collections and services by Teachers and Students
4. Find out the strengths and weaknesses of the library collection and services based on respondents' satisfaction
5. Ascertain the barriers encountered by respondents in gathering their information
6. Find out the strengths and weaknesses of library staff to provide library services

### **1.7.3. Hypothesis**

For the present study, the following hypotheses are formulated:

H1: There is a significant difference between male and female users' frequency of visiting libraries for consultation in selected college libraries.

H2: There is a significant difference in the availability of ICT and physical infrastructure among selected college libraries

H3: There is no significant difference between faculty and students in the level of satisfaction with library resources in college libraries.

H4: There is no significant difference between faculty and students in the level of satisfaction with library services in college libraries

### **1.7.4. Research Methodology**

The present study is designed to assess the use and users' satisfaction with library resources and services by college teachers and students of Mizoram. Therefore, the

survey methods of research are being found suitable to undertake the present study. The survey for the present study was conducted at two levels: (1) User level (Teachers and students) and (2) Librarians / In-charge of Library from selected 23 colleges.

For the collection of primary data from respondents and respective librarians, two different sets of questionnaires (for library users and librarians) were designed however to measure the level of satisfaction of the users with library collections and services a five-point Likert scale was used. The researcher collected the research data by using the following three methods as data collection tools:

**a) Questionnaire Method:** Two separate sets of questionnaires were designed with adequate questions relating to the study and circulated to the 575 respondents and 23 college librarians to obtain required information about the assessment of use and users' satisfaction with library resources and services by college teachers and students in Mizoram based on the statement of the problem and research objectives.

**(i) Questionnaire for the Library Users:** It consists of 41 questions divided into five sections. **Section -I** has seven questions on socio-demographic data. Out of 7 questions, four questions is open-ended and the remaining 3 questions are closed-ended/multiple-choice. **Section- II** has 8 questions and all are closed-ended questions. The questions in this section are related to the library's physical infrastructure. **Section- III** has 12 questions related to library usage; **Section -IV** has 11 close-ended questions related to computer literacy and use of e-resources and **Section -V** has 3 questions out of this, 2 questions are related to users' satisfaction with library collections, services and one open-ended question for suggestions to improve the collection and services in the respective libraries.

**(ii) Questionnaire for the college Librarian:** This questionnaire is very comprehensive, consisting of several questions (both open-ended and closed-ended) on the library that are grouped under major headings. The questions on personal information of the librarian, library profile,



sections, infrastructure, equipment, furniture, staff structure, library resources, library operations, library budget, library services, facilities to users, library automation and digitization, library timings, library statistics, problems and constraints and any other information, etc.

- b) Interview Method:** The researcher personally visited all 23 college libraries for the collection of the research data and personally interacted with respondents and the librarian/in charge to assess the actual current status of the college library resources and services, library users concerned, issues, and satisfaction. It helps the scholar to understand the ground reality about the study and collected data and helps a lot in data analysis and interpretation.
- c) Observation Method:** The researcher himself visited and explored the college's library to study the real situation of the library and library staff. The researcher gathered data by watching behavior and noting the physical characteristics of the college library.

#### **1.7.5. Population and Selection of the Sample for the Study**

At present, there are 1,026 teachers and 19,066 students in the selected 23 colleges for this study and their total 20,092 are the actual library users of the selected 23 colleges and the population of the present study. The population of the study is very big (20,000+). Considering the study feasibility, time, and cost constraints, the researcher has consulted the Krejcie & Morgan 1970 table (Bukhari S. A. R., 2020) to determine the sample size of the study and as per this table, to represent the study population minimum 377 sample are needed. Thus, by considering all aspect, 230 teachers and 345 students (from each college 10 teachers and 15 students) were randomly chosen as respondents for the present study. Thus, the total sample for the present study was 575, which was much more than the minimum required sample for the present population.

**Table-1.3 Krejcie & Morgan of 1970 table to determine the sample of the study.**

<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie &amp; Morgan, 1970</i>				

#### **1.7.6. Survey of Libraries:**

To know the library collections, services, and physical infrastructure of selected colleges under study, the scholar personally visited 23 colleges of 11 districts where colleges are situated to conduct a personal interaction and to observe with library professionals, students, and teachers for the collection of data. The collected data is analyzed in Chapter 6. For the survey of the present study, the details of the questionnaires' distribution and the respondents' response rate are presented in Table 1.4.

**Table 1.4. Distribution of Questionnaires and Response Rate**

Category of Respondents	No. of Questionnaires Distributed	No.of Questionnaires Received	Response Rate (%)
Library Users (10 teachers and 15 students from each college, i.e. 575 as per the Krejcie & Morgan Table)	575	575	100%
College Librarians/Library In-charge	23	23	100%
<b>Total</b>	<b>598</b>	<b>598</b>	<b>100%</b>

**1.7.7. Tools for analysis:** The researcher has collected relevant data; the collected data has been analyzed by using SPSS and Microsoft Excel data analysis. To test the hypotheses the researcher used Mann Whitney U Test and Kruskal- Wallis H Test. In addition, the graphical and diagrammatic representations of the data are supplied to visualize the data.

**1.7.8. References and Bibliography:** The references and bibliography for this study was organized as per the APA 7<sup>th</sup> edition reference style.

## **1.8. CHAPTERIZATION**

The present study consists of the following six chapters:

### **Chapter 1: Introduction**

A summary of the introduction is provided in the first chapter, which also provides an introduction to the subject of the investigation, the background of the study, library and education, library resources and services, a highlight of higher education in Mizoram, significance of the study, scope, and limitation of the study, statement of the problem, objectives of the study, methodology, and hypothesis.

### **Chapter 2: Review of Literature**

The second chapter gives a glimpse of various studies of library user satisfaction and satisfaction of service quality-related areas and provides certain compact guiding lights for the current study. The researcher has highlighted 82 different kinds of literature on library service quality and user satisfaction with library resources and services across the globe. The study is further arranged in ascending chronological

order. Nevertheless, this chapter presented with the studies on user satisfaction of library collection and services to provide the scholar with a better understanding of the prior studies that happened on this topic and how this research learning could be improved.

### **Chapter 3: College's profile and library status in selected college: An overview**

The third chapter deals with the 23 colleges profile under study and library status respectively, this chapter also deals with a brief history of the higher education system of India, Mizoram at a glance, and historical backdrops of Mizo and higher education in Mizoram.

### **Chapter 4: User satisfaction: An overview**

Chapter 4 brings an overview of user satisfaction, this chapter also deals with the definition of terms Viz, User, Satisfaction, service, quality, etc. The chapter also brings about the importance of user satisfaction in the library, the concept of user/customer satisfaction in the library, user satisfaction survey, characteristics and concept of user satisfaction and service quality in the library, user perception and expectation concept, material satisfaction and emotional satisfaction, This chapter also deals with Ranganathan five laws and library service quality, different types of users, customer needs and user needs, users satisfaction and library professionals, users satisfaction and library environment.

### **Chapter 5: Data Analysis and Interpretation**

This chapter analyzes and interprets the collected data, utilizing suitable statistical tools and procedures. The data analysis deals with two interpretations: the analysis of library users (faculty and students) and the analysis of the librarian or library in charge. The data is accurately depicted using tables. This chapter is divided into 8 parts, **firstly** it introduces data analysis and interpretation, and **secondly**, it includes an overview of data analysis and interpretation **Thirdly** it deals with Demographic information **Fourthly** it highlights Library Physical Infrastructure **Fifthly** it highlights Library Usage **Sixthly** it deals with Computer literacy and use of e-

resources **Seventhly** it was highlighted Satisfaction with Library resources and **lastly** it includes Satisfaction with Library Services.

## **Chapter 6: Major Findings, Suggestions and Conclusion**

Chapter six provides a concise overview of the significant discoveries derived from the data analysis. The researcher has given the main findings based on insights made during the data analysis process. The researcher additionally provided suggestions for future study or research. Moreover, the researcher provides a comprehensive summary of the entire thesis, highlighting potential areas for future investigation.

The thesis includes a bibliography and appendices at the conclusion. The bibliography follows the guidelines outlined in the 6th edition of the APA style manual (American Psychological Association, 2010).

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# **CHAPTER-2**

## **LITERATURE REVIEW**

## **2. INTRODUCTION**

This chapter will discuss the literature review that is relevant to the researcher's study. An extensive examination of relevant literature is crucial when embarking on a new research endeavor. The process of studying related literature involves the identification, examination, and assessment of research papers, as well as personal experiences and opinions that are relevant to a specific research subject. A literature review is a comprehensive examination of scholarly sources about a specific topic. It provides a concise overview of existing data. Prior to commencing research on any given topic, it is essential to do a comprehensive literature analysis in order to identify pertinent theories and methodologies employed within the specific field. A literature review is a systematic approach to acquiring accurate knowledge, relevant discoveries, and significant contributions in a certain research field.

According to Washington University in St. Louis, “literature review discusses and analyses published information in a particular subject area. A literature review is more than a summary of the sources with an organizational pattern that combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old thoughts or combine new with old interpretations or it might trace the intellectual progression of the field, including major debates. Depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent”.

An essential phase in the preparation of any research project is to thoroughly examine the researcher's journals, dissertation, books, thesis, and other sources of material related to the subject being examined. Before commencing the investigation, it is imperative to thoroughly examine pertinent literature about the research topic. A literature review serves multiple purposes for a researcher. It aids in the planning of research activity and also familiarizes the researcher with previous work in the field, providing valuable insights for their research. Therefore, it is of utmost importance to identify, uncover, and assess previous studies' findings. The literature review enables the researcher to familiarize themselves with past research studies and projects that have been conducted on a similar issue and establish connections with the current

study. To comprehensively comprehend and evaluate the existing literature about the current study, the researcher extensively referred to various sources of information including articles, monographs, books, conference proceedings, and e-resources. The researcher thoroughly examined the content of these sources to gain knowledge about the relevant studies.

An examination of the pertinent literature provides insight into the choice of approach and thought process based on past research in the field. While the review of literature is typically utilized as a secondary source for more research, it is nevertheless valuable in understanding the trends and foundational aspects of prior studies, which can be beneficial in doing current research. Conducting a literature review provides a historical context for current and future researchers. By reviewing past research on the subject, the researcher can readily identify the existing findings and areas that require attention in the planned study.

A literature review is a comprehensive analysis of existing information, encompassing significant discoveries, theoretical advancements, and methodological contributions related to a specific subject. Literature reviews are considered secondary sources and, thus, do not present any novel or original experimental findings. To conduct a meaningful study in a particular field of research, the researcher must possess a sufficient understanding of the existing body of work in that area. The investigator must stay informed about the latest developments and ideas in their research field. Concisely, this chapter provides a comprehensive overview of research undertaken both internationally and in India, arranged in chronological order, on the subject of user satisfaction. The investigator exclusively examined papers that were either similar or indirectly relevant to the present study.

Conducting a thorough literature search is an essential component of any research endeavor. There are numerous advantages to conducting such a search. It serves as a reservoir of research concepts, offers guidance on existing knowledge, aids in constructing a theoretical framework, evaluates the practicality of the study, and furnishes details on the chosen research methodology. An examination of the current literature pertaining to the subject field enables the researcher to develop the conceptual framework of the study and assess the extent and quality of previous

research conducted in that specific research area. Nevertheless, a diligent attempt is undertaken to examine the existing literature relevant to the study's objectives.

This overview of the literature offers important insights into both past and present research studies. The researcher identified 82 distinct types of literature on library service quality and user satisfaction with library resources and services around the world. The research is further organized in ascending chronological sequence. Nonetheless, this chapter included studies on user satisfaction with library collections and services to provide scholars with a better grasp of previous studies on this topic and how this research learning could be enhanced. The review of relevant literature for the research was selected from 2004 to 2023.

**Srikanth and Malatesh** (2023) surveyed the satisfaction of users with electronic resources and services among students at certain deemed universities in Bangalore, Karnataka. The study investigated the usage and knowledge of electronic resources among students in a particular cluster of universities in Bangalore. The study also investigates the difficulties faced by pupils when employing technological resources and evaluates their level of contentment. 300 questionnaires were provided to students, and 259 (86.33%) of them were returned with thorough responses. The survey utilized appropriate procedures and technologies for the collection and analysis of data and results reveal that most users have a good understanding of the accessibility of electronic resources and are pleased with the informational materials provided by the library.

**Chouhan and Babu** (2023) explored the satisfaction of end users and the academic library settings in the learning community of the tribal region. The article centred on the library's assortment of resources, range of services, and array of facilities. The study also evaluated the level of satisfaction among library users and analyzed the Information Seeking Behaviors (ISBs) of the Govt. College, Dhararampuri, MP. A survey methodology was used for data collection from 220 teaching and learning community of Govt. College, Dhararampuri and the response rate was 82%. The polls revealed that library and information professionals attained the utmost level of contentment and planned a library services model that places the requirements of the users as the top priority.



Sharma and Gupta (2022) conducted a study on the awareness, significance, and contentment of digital information resources among the library patrons at IIT Bombay and IIT Guwahati. The results of the survey showed that 65.3% of participants favoured using both print and digital materials, whereas 26% primarily preferred print resources. The majority of respondents concurred that there were abundant resources available to fulfil their information requirements. The findings further, reveal that 79.1% of the participants use digital resources to acquire the required study material, whereas 60.8% of participants choose to obtain these materials from the library however, 81.3% respondents concurred that there was need to organize supplementary training programs in order to optimize the utilization of resources and make reachable to the large proportion of users.

**Abraham and Sabu** (2022) carried out an assessment by 152 respondents to gauge the degree of contentment among library users of the Pontifical Institute of Theology and Philosophy, Alwaye (PIA) and the participants in the study were seminarians residing at St. Joseph Pontifical Seminary, Alwaye. They were affiliated with the departments of theology and philosophy. The study determined that 76% general satisfaction with the library resources and services. The users utilized mostly books & journals however the reference section of the library was the most frequently used section and the encyclopaedia was the most often consulted resource by the users. most of the participants expressed contentment with the operating hours of the library.

**Jegan and Balasubramanian** (2022) investigated users' views and their satisfaction with the quality of library services at Manonmaniam Sundaranar University, Tirunelveli. A survey was conducted from the 120 university faculty members by using a structured questionnaire and found that the highest proportion (39.2%) of respondents were above the age of 51 years. Among the respondents, 45% expressed great agreement with the assortment of library materials and demonstrate confidence on the library staff members. The majority of respondents recognized the inclusion of 'Information services and products of the library' in library collections.

**Ghosh** (2021) reviewed the users' satisfaction with digital library services based the existing literatures and did a comprehensive literature analysis to assess the existing issue and challenges and according to analysis, the current era of abundant information, all libraries have been converting their collections into digital format to enhance information services. Presently, along with digital contents, libraries are also providing numerous information source links, metadata, software etc. which help the users to access their needful information because 21<sup>st</sup> century users don't want to use the library in traditional way which consumed time but they wanted the information on their fingertips. Accordingly, the libraries are also trying to transform their collections and services to satisfy their users' needs.

**Vaghela** (2020) examined the role of various moderators of user satisfaction through the usage of multi-group analysis and the product indicator technique. The study indicated that aspects like- automation, Internet facilities, user interface, and availability of e-resources play a crucial role in determining the satisfaction level of users at the degree science colleges of Ahmedabad but automation and the availability of e-resources were the most dominating elements which significantly impacted the users' happiness by utilizing college library.

**Jahangir** (2020) examined the influence of SERVQUAL factors on customer satisfaction with a customized questionnaire consisting 30 items that are rated on a seven-point Likert scale. The study assesses the impact of library service quality on customer satisfaction across five categories. A survey was undertaken with total of 51 educators and 163 undergraduate and postgraduate students. Based on the findings, the degree to which physical facilities and library programming are responsive to staff had a noteworthy influence on customer satisfaction. Various methodological approaches have been employed to confirm the model's dependability and validity, which has stimulated additional investigation into service quality and its impact on user happiness in academic libraries.

**Amarasekara and Marasinghe** (2020) conducted a user satisfaction survey regarding library facilities and services at the Open University of Sri Lanka. The study's objective was to investigate the purposes of utilizing a library and evaluate

user contentment with library amenities, personnel, and activities. A purposive sampling strategy was employed to ensure a representative sample. Primary data was collected by a survey utilizing a standardized questionnaire specifically created for this purpose. The respondents expressed overall satisfaction with the library's facilities and resources, moderate satisfaction with the services provided, satisfaction with the library's website and equipment, and general satisfaction with the efficiency and friendliness of the library's staff. The library's books, resources, and services meet the expectations of the general public. Users expressed dissatisfaction with user awareness initiatives, knowledge search training, service delivery via social media platforms like Facebook and Twitter, improvements to Wi-Fi, availability of electronic databases, and the expansion of online library services.

**Dagdag and Galiza** (2020) investigated the utilization, degree of satisfaction, and advantages by students of a higher education institution. This study was focused on examining library usage, satisfaction levels, and the advantages derived from using libraries. The users' displeasure with the availability of internet connection for downloading e-books and conducting speedy knowledge searches is connected to their preference for using books. All users are agreed that their academic productivity particularly in tasks such as assignments, written projects, and examinations enhanced by visiting the library, and ANOVA testing proved that the students who utilized the library more frequently were experiencing more benefits from the library. The study also emphasizes the significance of the internet connection because it helped users to fulfill their information requirements quickly and comprehensively and update the reference books on a prior basis before the start of the semester.

**Gomez-Cruz, Harari-Betancourt, and Vergara-Mendoza** (2020) examined the quality indicators and user satisfaction in four university libraries and suggested devising and implementing strategies grounded in quality metrics and customer contentment. It addresses the specific needs and requests of the university community, optimizes resources, and enhances the quality of service. The paper discussed the results of an assessment carried out at four libraries based on assessing service quality, value, customer satisfaction, and user loyalty, and one model named

- indication-generating model was built and executed to its validity and reliability through their study.

**Habiba and Ahmed** (2020) conducted a study to assess the ICT infrastructure and online services impact on faculty satisfaction with university resources. The study examined the present status of IT infrastructure, availability of online tools and the level of satisfaction among faculty members with the e-resources provided by Bangladesh universities. The survey found that libraries are having, extensive IT infrastructure however, the majority of library directors accepted the obstacles such as inadequate financial support and scarcity of skilled personnel. There were considerable variations in the format of the selected universities but there is no notable difference in satisfaction levels among faculty members neither based on gender nor job title. The faculty satisfaction with university resources is determined by the type of university and the level of computer abilities and the availability of novel internet resources and services. The study suggested that necessary measures should be implemented to enhance the availability of electronic resources.

**Kenchakkanavar and Chavan** (2020) conducted a poll to assess the job satisfaction level among library personnel. As the library is a growing entity, it requires well-educated and skilled staff to fulfill users' requirements and handle information effectively. It was proved in many studies that only satisfied professionals are capable of delivering innovative services to the end customers, thus meeting their own needs is equally crucial for the professionals. This study explores the existing literature on job satisfaction among professionals in the field of Library and Information Science emphasizing important discoveries and findings novel perspectives on the determinants of job satisfaction among professionals in the field of library science. This new knowledge has the potential to assist library and information managers in formulating effective managerial strategies.

**Patel, Batcha and Ahmad** (2020) conducted a study on the level of satisfaction among library users in the colleges associated with Solapur University and assess and appraise user satisfaction with the materials and services provided by the Solapur University library. The study focused on the level of users' satisfaction with the

diverse range of library resources, services offered and library staffs help and cooperation by college libraries. The study revealed that a significant proportion of participants expressed contentment with the library's amenities and offerings in 26 institutions affiliated with Solapur University in Maharashtra.

**Salimi, Fahimnia, and Noruzi** (2020) examined the correlation between the information literacy of library patrons and their level of satisfaction with the provided services. The findings indicated that the first level of information literacy and the second dimension of user satisfaction with local library services, which involves the ability to evaluate the quality and scope of information as well as the impact of services, are closely related. Similarly, the second information literacy standard and the second dimension of user satisfaction with local library services indicated that the ability to assess the quality and extent of information and the effect of services are connected. Furthermore, the third information literacy standard and the second dimension of user satisfaction with local library services encompass the ability to evaluate the quality and extent of information as well as the impact of services, are also linked. The third requirement of knowledge literacy is the effective capacity to access and utilize information of high quality. The third criterion of knowledge literacy is the ability to effectively access information and ensure its quality. User satisfaction exhibits significant variations based on age and gender, as well as age, education level, and geographical area. The results revealed a significant association between users' level of knowledge literacy and their satisfaction with library services and this association observed very strong connection for library web services.

**Bhat and Rao** (2020) demonstrated the importance of public libraries in contemporary life with reference to the central library in Shimoga (India) with a focus on user satisfaction along with the resources and services offered by this library. As public libraries offer information resources to a diverse range of individuals including businessmen, homemakers, individuals with physical disabilities, students, retirees, etc. A survey with 125 samples of library users was conducted and 100 (80%) users responded and the male respondents were in the majority (82). The analysis found that 80% of all respondents attended the library on

a daily basis 81% of the respondents spent more than three hours' time in the library, 48% of the respondents primarily relied on newspapers, and 43% of the respondents used library materials, such as books, to satisfy their information needs. The respondents encountered sluggish Internet access and 41% reported inadequate reading places, chairs, and tables but 57% of respondents expressed a general satisfaction with the available resources, while 55% were satisfied with the facilities, and 50% were satisfied with the services.

**Alagu and Thanuskodi** (2020) assessed the usage and user perception of electronic information resources at Alagappa College of Arts and Science and examined the students' familiarity with electronic resources and their level of satisfaction along with the challenges encountered by users in utilizing electronic resources. The sample comprises 80 respondents selected proportionally from a population of 120 individuals from the college and a descriptive survey approach by using a questionnaire to collect data on Electronic Information Resources at the Alagappa College of Arts and Science Library. It was discovered that the majority of the participants have a limited understanding of electronic resources but they tend to rely on university libraries which offer a greater variety of materials and express a modest level of pleasure and satisfaction.

**Abukari** (2019) discovered the user's happiness as metric for evaluating the effectiveness of libraries and it is the primary determinant of library usage. The study examined the utilization of resources, services, and the level of satisfaction among library users of the Narh-Bita College Library in Ghana. A total of 60 surveys were issued to the patrons of the Narh-Bita College Library out of these, 58 questionnaires were received with a response rate of 96.67% and female respondents were leading (53%) and the majority of respondents (52%) felt between 21-25 years age. Additionally, 45% of the respondents were B.Sc Physician students and the largest proportion of participants were first-year students (29%).

**Kasimani and Rajendran** (2019) emphasized examining the resources and services offered by Thiruvallur District Central Library and evaluating the level of satisfaction among users. The questionnaire was used as a tool to collect research

data from 250 respondents. The study revealed that the library has a certain degree of influence however there are some areas that need to be altered in order to meet the expectations and intellectual needs of users. The findings emphasized the importance of developing public libraries to meet the information needs of the society.

**Awotona and Ipadeola** (2019) ascertained the public's perception of libraries as well as their satisfaction with the attitudes of library professionals and identify any perceived obstacles to the fulfillment of information needs of students from the Ibadan Health Science and Technology College in Oyo State. The study revealed that the primary library resources utilized by the students were textbooks, information sources such as encyclopedias, articles, project/thesis materials, and back volumes of newspapers and magazines. The study revealed that the majority of respondents expressed high levels of satisfaction with the circulation service, freshness, and current knowledge service of newly acquired books, orientation program, reference/information service, book holding service, and overnight issue service. The study also emphasized some participant's problems related to the presence of circulation service, current knowledge service for newly acquired books and other tools for the Orientation program, reference/information service, and book reservation service which needed immediate improvement. However, the majority believed that improvements should be made in employee attitude, staff availability, employee information, loan limits, and resource availability.

**Bezbaruah and Hazarika** (2019) have conducted a study on implementation and use of information technology (I.T.) tools to access the library resources and users' satisfaction among law students of Assam University. A survey was conducted with students and researchers through structured questionnaire. While the IT-based library service received positive feedback from the most respondents but a significant number of them lacked knowledge about the technological components. The library should enhance and modernize its information technology services, specifically its websites, in order to provide users with instant access to up-to-date information and resources, as well as to facilitate activities like a user awareness training program.

**Khan, Ali and Sunil** (2019) examined the users' satisfaction with the library and information facilities and services at Vidyavardhaka First Grade College in Mysore, Karnataka. A significant proportion of respondents expressed contentment with the library's comprehensive range of services. The study emphasized the crucial role of libraries in providing up-to-date literacy program data and conducting periodic user studies inside their institutions to ensure the provision of the highest quality library and information services.

**Emmanuel and Mercy** (2019) examined the collection development policy and users satisfaction at university libraries in Rivers State, Nigeria. The study employed a descriptive research technique and used a questionnaire as the main instrument for data collection and a particular questionnaire named CDPIUSUL was specifically designed for this purpose. The study analysis revealed that users' happiness is significantly influenced by their understanding of collection development policies, the accessibility of up-to-date materials, and the assessment of collection development policies. According to the findings, it is recommended that librarians consistently utilize the CDP to assist in choosing appropriate materials to guarantee user pleasure.

**Tetteh and Nyantakyi-Baah** (2019) conducted a survey to assess user satisfaction in academic libraries in Ghana. The study aims to examine the level of satisfaction among library users about the services, resources, staff behaviour, and the impact of the library on their academic achievement. Qualitative data from college students, teachers, and library personnel at two academic libraries in Ghana was obtained using questionnaires and interview instruments. The poll indicates that users are very satisfied with library services, information resources, and the physical library environment. Greater levels of satisfaction were recorded for borrowing materials, photocopying, library facilities, and staff behaviour. Ghanaian academic libraries should be equipped with online resources, well-trained staff, and high-speed computer systems. Libraries should additionally endeavour to promote their services and resources to demonstrate their value to stakeholders.



**Sultana** (2019) conducted a survey of library users (students, and teachers) and librarians of economics department in government college libraries of West Bengal to experience the shortage of economic resources in libraries which directly hindering the development of students careers and suggested several significant recommendations such as enhancing state-of-the-art library facilities, expanding the range of economics textbooks from international publishers and performing frequent library users' surveys.

**George, Musabila and Daniel** (2018) analysed customers' satisfaction with the library services provided by the Sokoine National Agricultural Library (SNAL) through a mixed-method approach. Both qualitative and quantitative data were gathered through the use of questionnaires and interviews from 72 participants selected by simple random sampling techniques. This study utilized the expectancy disconfirmation theory, together with the Four-Level Zone of Tolerance (ZoT) framework proposed by Oliver (1980) to guide data analysis. The findings suggest that the learning materials and services offered by SNAL are adequately meeting the needs of customers, since more than 50% of customers reported being satisfied. This demonstrates that the library possesses pertinent educational resources that largely fulfil the needs and desires of its consumers. However, certain participants expressed discontentment regarding difficulties encountered when trying to access library resources and these challenges included the inefficient organization of books on shelves, spending excessive time searching for materials, lack of sufficient security measures with users' belongings and some library staffs exhibited poor customer care practices etc. The study suggests that the issues causing users' unhappiness should be addressed in order to restore consumers' satisfaction and loyalty to the library.

**Hemavathi and Chandrashekara** (2018) surveyed user satisfaction with the materials and services provided by law college libraries in Mysore city. The researcher utilized the questionnaire method to acquire the pertinent data. The investigator distributed 200 questionnaires to the library users and got 160 (80%) response. The study's findings indicate that 91.25% respondents visited Law College libraries for the purpose of borrowing books and reading materials related to their specialized themes. The respondents highly praised the organization and layout of

the textbooks in the libraries. Regarding the newspaper clipping service, the majority of respondents (56.88%) express satisfaction. The study recommended that law school libraries should conduct periodic user surveys inside their institutions to identify and rectify the user's problems related to information access.

**Saini** (2018) examined the information technology application and user satisfaction with libraries in DAV Degree Colleges of Haryana. The research data was collected from the 590 participants constituting graduate, postgraduate, and staff personnel responded through the use of self-administered questionnaires. The data obtained has been evaluated using statistical procedures such as the Chi-square ( $\chi^2$ ) Test, ANOVA (Analysis of Variance), Standard Deviation, Mean, Percentage, etc. The findings indicate that the primary uses of the Internet by users are for email, chat, studying, downloading information, and searching online databases. Users mostly access electronic books and journals, and they express high satisfaction with these digital resources. The limited availability of electronic resources to consumers is primarily attributed to issues such as lack of knowledge, insufficient resources, and inadequate information technology infrastructure.

**Apagu, Temboge, and Hassan** (2018) evaluated the level of satisfaction and identified issues among undergraduate students Gombe State, Nigeria. The study utilized quantitative research methods and a cross-sectional sample research methodology. The survey was conducted on a target population of 2,840 participants, specifically enrolled undergraduate students at the library. The result shows dissatisfaction of respondents with the Online Public Access Catalogue (OPAC) services. The respondents reported that they were facing specific difficulties in access the library services such as lack of proficiency in independently using the OPAC, a shortage of available OPAC terminals, and the absence of a link connecting the university website to the OPAC library. The study suggested that university libraries in Gombe State should take serious measures to improve the facilities to ensure the better Online Public Access Catalogue (OPAC) services. Additionally, they recommend for conducting training program on how to use OPAC and given the hyperlinks of digital information resources on the university website.

**Jhamb and Ruhela** (2018) have conducted a survey of the level of users' satisfaction at the Delhi Public Library based on its collection, facilities, employees, environment, and construction. A survey methodology was implemented to conduct a comprehensive study. The data was collected through a standardized questionnaire randomly distributed among the user group. The majority of users express satisfaction with the different facets of the library and believe it is feasible to convert non-users into potential library users.

**Rani** (2018) examined the users' satisfaction with library resources and services. For the data collection, 300 questionnaires were distributed among PG and UG students and faculties, and the responses from 177 respondents. The majority of respondents show their satisfaction with library resources and services. The study recommended that library enhance its e-resources

**Salauddin** (2018) conducted a study at the Tagore Library, University of Lucknow to assess user satisfaction with library materials and the effectiveness of library services. The poll sought comments from users regarding the library's holdings, services, staff, facilities, activities, and operations. According to the survey, a significant proportion of customers at the Tagore library depend on textbooks and reference books. The users also require access to online tools, reliable internet connectivity, publishing capabilities, and newspapers. The library services are known to produce high levels of client satisfaction among users. The librarian should regularly assess users' contentment with the library's catalog, amenities, and information requirements to guarantee that users' informational demands are fulfilled within the designated timeframe.

**Yuliani** (2018) examined the impact of service quality on the happiness of library users at the IAIN Batusangkar library to examine the impact of library services on users' satisfaction with the library's collections, resources, equipment, facilities, services, and operation. He stated that the library is a crucial information resource that greatly influences the processing and dissemination of knowledge and through its good service the library will enhance the pleasure among users. The findings resolved that the majority of the users depend on the textbooks, reference books, and

online resources available in the library. Nowadays number of services provides by libraries are in the electronic era for the users. Along with Text books, reference books, periodicals, and newspapers, the user also wants online resources, a good internet facility, a printout, a photocopier, a scanning facility, etc.

**Aslam and Seher** (2018) explored the library usage and satisfaction by the users of LML library by a survey methodology. The 300 questionnaires were distributed among the users and got 250 responses. The collected data was analyzed quantitatively using the descriptive statistical technique. The survey reported that 106 respondents, which accounted for 42.2% of the total, fell within the age range of 18 to 25. 85.7% of the respondents utilized the library for their research requirements, whereas 50% of the respondents used it for social and health information needs. 81.8% of the respondents expressed satisfaction with the referral services, whereas 42.85% of the respondents expressed satisfaction with the inter-library loans.

**Putra et al** (2018) conducted a study on user satisfaction to evaluate and analyze the factors that have an impact on user happiness in the LIS (Library and Information Science) field, as well as the factors included in the research model. For the survey, 185 samples were surveyed through an online invitation survey to acquire the primary data. The data was analyzed using MS Excel and SPSS. The study reported that 73.5% of the participants were female, 44.3% were students studying science and technology, 66.5% visited the library three times a week, and 65.4% visited the library because of the quality of its information, system, and services.

**Saravanakumar et al** (2018) examined the level of users' satisfaction of library sources and services in Sadakathullah Appa College, Tirunelveli (Tamilnadu). The study focuses on users' satisfaction regarding library resources, services, physical facilities, internet, etc. A meticulously designed structured questionnaire was distributed randomly to 130 users and got responses from 100 respondents. The collected data was analyzed for interpretation using the Chi-square method, with the assistance of SPSS software. The data indicates that 57% of the participants were male, while 43% were female. A majority of the participants (55%) frequented the

library primarily for the purpose of perusing magazines and seeking entertainment. The study concluded that users are satisfied with the library collections and services.

**Singh and Kuri** (2017) examined the level of user satisfaction with the library materials and services offered at the seven Indian Institutes of Technology (IITs).

A structured questionnaire was distributed among 800 respondents from the final year undergraduate (UG) and postgraduate (PG) students, research researchers, and faculties however, only 758 completed questionnaires were received for analysis. The findings indicated that the majority of respondents (62%) were male. The library resources and services were deemed satisfactory by 80.9% of the respondents. The satisfaction rate for the digital sources/services was 85.6% among the respondents. The majority of the participants expressed a desire for enhancements to the library amenities and recommended extending the library's services and operating hours.

**Onwukanjo and Joseph** (2017) examined the impact of resources and accessibility on user satisfaction among undergraduate students at the Federal University of Technology Minna. A well-structured questionnaire was used as the major method of data collection. It was distributed to 376 respondents, and 307 responses were collected. The gathered data were examined using descriptive statistics and displayed in terms of frequency, 50 tables, and percentages. The findings indicated that 45% (139) of participants expressed satisfaction with the library resources, while 55% (168) were dissatisfied. The overall evaluation of the information resources was rated as average, satisfactory, and poor by 21%, 20%, and 59% of respondents, respectively.

**Afifah** (2017) measured digital marketing and user satisfaction in library 2.0. based on social media platforms such as Instagram, YouTube, and Facebook, along with other networking and communication channels associated with consumer loyalty, to attain digital marketing success in the library setting. Through this study, the library community would gain a more comprehensive comprehension of the phenomenon of social media in libraries. This research provides a crucial stage in the literature evaluation to accurately identify the specific type of social media and networking being marketed and the specific community of users it targets. By utilizing online

links, the promotion of both present and new library resources can be directly targeted towards existing users. Proficiency in marketing and technology is necessary to offer digital library services to various user demographics. The Internet allows LIS practitioners to give services regardless of their location and time. Libraries must consider the needs and desires of users regarding the information resources and amenities provided for learning and productivity. Libraries must possess up-to-date technologies and a thorough understanding of their resources, staff, and expertise to effectively manage financing and be aware of the capabilities and constraints of libraries. This will enable university libraries to offer services and products that are better attuned to the demands of their users.

**Pratap** (2017) assessed the level of quality provided by the library service at Nehru Library in the CCSHAV. The objective of his research is to evaluate the expectations and perceptions of users regarding the quality of library services across the three categories of Lib Qual, Plus TM. In addition, he sought to determine the minimal, desired, and perceived level of library services and assess the users' satisfaction with those services. The findings indicate that the most sought-after items in Lib QUAL + were: the library serving as a portal for studying, learning, and research; the library being necessary for work; the library having a collection of both print and electronic journals; and the library offering electronic resources. Furthermore, it has been demonstrated that the respondents expressed a high level of satisfaction with the library services provided by the University Library.

**Veerabasavaiah and Shivappa** (2017) have conducted a survey to assess user satisfaction with the library's holdings, services, and facilities at the Law College of Bangalore University, located in Bangalore. The library was frequently utilized by the majority of patrons. Users were primarily given priority for reading newspapers and magazines, along with textbooks and reference books.

**Prasad & Narayanaswamy** (2017) surveyed user satisfaction with the services and facilities provided by the library at Sri Aurobindo College for Women in Bangalore. The survey aims to assess the satisfaction levels of both students and faculty members about many aspects of the library, including facilities, services,

environment, information resources, and staffs conducts. The study findings revealed that a significant percentage of participants expressed contentment with the library's resources and services. Furthermore, it is disclosed that the books had become widely used resources, and circulating services emerged as the most preferred service.

**Kunwar Singh & Ramesh Kuri** (2017) conducted a study on user satisfaction experience in IIT libraries in India, specifically focusing on library resources and services. Following the implementation of a survey research approach, relevant research inquiries were addressed by distributing 800 questionnaires to graduate and postgraduate students, researchers, and faculty members at 7 IIT libraries. The collected data consisted of 758 completed questionnaires, which were utilized to analyze the participants' levels of satisfaction.

**Padmavathi, Nagaiah and Kavita** (2017) investigated the level of user satisfaction at Bangalore University. The study examined the user experience of students and faculty members with different resources, including digital ones. It also investigated the frequency of library visits for various purposes. The researchers prioritized investigating usage patterns among users concerning library resources and services, in addition to the search strategies employed when accessing materials. Additionally, it aimed to assess the levels of user satisfaction among students and professors, as well as evaluate the effectiveness of several procedures within the library. The majority of respondents expressed a high level of satisfaction with the information sources and services that were provided. The responses proposed extending the operating hours of the library, in addition to acquiring more textbooks for circulation.

**Swaminathan and Murugan** (2017) conducted a study on customer satisfaction with information sources and services, specifically focusing on public libraries. A survey was randomly delivered to one hundred and eighty people at Chinnamanur Public Library. The rate of response was 85%. The survey revealed that the consumers, library services, and patrons of Chinnamanur Public Library in Theni district expressed dissatisfaction. The study found that the majority of respondents

were male (65.88%) and the age group between 41-50 years (32.94%) were the most frequent users of libraries.

**Suresha** (2016) examined the scenario of user satisfaction in the library of St. Claret Degree College in Bangalore. The researchers primarily aimed to assess user satisfaction levels with the various library resources and services offered by the college library. The study's findings revealed that a significant majority of respondents expressed satisfaction with the resources and services provided by the library. Additionally, books were identified as the most highly sought-after resources. The majority of respondents expressed a preference for circulating services. Ultimately, the researchers offered suggestions for optimizing the use of library resources and services.

**Venna and Kotari** (2016) conducted an assessment of user satisfaction with the materials, services, and facilities provided by SDM College Library in Ujjain. The study reveals that 59% of the respondents visit the library daily. A significant majority, 86.7%, express high satisfaction with the collection of general books. Similarly, 70% of the respondents are highly satisfied with the collection of textbooks. Furthermore, 53.3% of the respondents consider the circulation services to be excellent. The report recommended that college libraries conduct periodic user studies to ascertain the information demands of users and their information-seeking behaviour.

**Devalingam, Babu and Senastiyan** (2016) have assessed the Library Infrastructure and Information Services in Madurai Library to determine users' satisfaction. This study investigates the assistance offered to students through library resources and financial aid to establish essential infrastructure, enabling them to engage in research at conferences, present papers at seminars, and participate in workshops and seminars that contribute to their personal development. Libraries have to possess a contemporary assortment of information and services to adequately address the present requirements of pupils, personnel, and other individuals. The study investigates and evaluates the infrastructure and information services provided to users, along with effective methods for enhancing the user-friendliness of the library.



It also explores the library's potential as a valuable source of knowledge and a tool for career development.

**Evilianingsih** (2016) conducted a study on the level of satisfaction among users of the Cendrawasih University library. The objective of this study is to quantify and evaluate the extent to which the quality of library services impacts the satisfaction of library patrons at the University Library of Cenderawasih. This study utilized multiple tools for data collection i.e. observation, interviews, questionnaires, and a literature review with a Likert scale as research methods. The sampling method employed was probability sampling with proportional stratified random sampling, which involved randomly selecting and proportionally stratifying members of the population to obtain a sample size of 90. The analytical method used was multiple linear regressions. The results indicated that the concrete attributes of service, such as reliability, promptness, assurance, and understanding, have a positive effect when combined. The University Library of Cenderawasih recognizes that the quality of service provided significantly affects the pleasure of its clients. Tangibles, reliability, and empathy are three crucial aspects that significantly influence the level of satisfaction experienced by library users. Within the Library Unit Unseen, the pleasure of library clients is not significantly influenced by responsiveness and assurance. Empathy is the paramount aspect.

**Shabi and Oyedapo** (2016) assessed the degree of user contentment with the library materials and services offered by the National Library of Nigeria, Osogbo, using a meticulously designed, self-administered questionnaire. The general satisfaction level with library services was relatively low, at 44%. While the competence of library staff members is important, it is also crucial for them to prioritize human relations to provide better services. Additional recommendations for improvement include enhancing the library collection, offering fully equipped computer workstations with internet access, giving reprographics services, and extending the operating hours.

**Gudi and Paradkar** (2016) delivered a research report on customer satisfaction with library facilities which were based on a study done at engineering colleges located in

Pune city. The objective of this study was to investigate the utilization pattern of libraries, the reasons for visiting libraries, and the level of satisfaction among users regarding the library services in engineering colleges located in the Pune region. This study revealed that almost 30% of library users primarily attend for academic purposes and borrow books, while nearly 40% of the 41 participants expressed a high level of satisfaction with the library's operating hours. Furthermore, empirical evidence demonstrates that a noteworthy 25% of users express a high level of satisfaction with the library facilities. User awareness is considered crucial for promoting knowledge about the diverse study resources offered in the library and facilitating increased utilization of the library. Improving the library facilities is crucial for increasing user satisfaction.

**Tiemo and Ateboh** (2016) conducted a study on the level of satisfaction among users of library information resources and services at the College of Health Science Library in Nigeria. The primary goal is to assess the level of satisfaction among users. The results of this study indicated that the library users expressed dissatisfaction with various aspects of the library services, including borrowing books, renewing library materials, availability of internet services, library operating hours, downloading and printing online resources, seeking information and references, document delivery, locating materials through catalogues, receiving notifications about new arrivals, weekend services, library orientation, availability of newspapers in the section, and access to database resources. Nevertheless, the customers expressed satisfaction with the library information and services provided to them. This study suggests that there is a significant amount of work that needs to be done in order to enhance the library resources and services provided to library customers.

**Chandrasekar and Sivathaasan** (2016) examined the degree of contentment among children (aged up to 14 years) with the amenities and services provided at the children's area of the Jaffna Public Library. A standardized survey was given to a randomly chosen sample of individuals from the children's division. The data obtained from the structured questionnaire were analyzed using SPSS. The findings indicated that the primary objective of visiting the children's area is to engage in

reading books and other related materials. Regarding visit frequency, 86% of the participants visit the library either three to four times a week or at least once a week. The findings indicate that female youngsters exhibit higher levels of satisfaction with the library environment in comparison to boys.

**Masrek and Gaskin** (2016) examined user satisfaction within the framework of an academic web-based digital library (DL). The study utilized survey research methods, employing a self-administered questionnaire as the research instrument. The questionnaire was designed by drawing upon the methodologies employed by prior research. The study's population consisted of students who were enrolled in the bachelor's degree program at the Faculty of Information Management, University Teknologi MARA, Malaysia. The selection of these pupils was based on the researcher's convenient access to the sample frame. The study employed descriptive and inferential analyses, including structural equation modelling (SEM), conducted using IBM SPSS and AMOS statistical software. The findings demonstrated that information quality, systems quality, quality of service, perceived benefit, perceived simplicity of use, and cognitive absorption are important factors that determine users' happiness with the online DL.

**Mahindra and Kumar** (2015) examined the level of satisfaction among students in relation to the quality of library services offered by A.C. Joshi Library at Punjab University. The primary aims of the study are to ascertain the correlation between library services and users' contentment, as well as to examine the disparity of 56 between the quality of library services and user happiness. The study's findings indicated that both the library environment and library services influenced the levels of user satisfaction. The satisfaction level for many qualities, namely library atmosphere, library collection, library staff, and library services, exceeded 50%. Additionally, the users frequented the library largely for reading, borrowing books, utilizing library resources, and conducting research.

**Kumar & Rajan** (2015) examined the customer satisfaction situation about library services provided at engineering colleges in Coimbatore, Tamil Nadu. A survey was conducted by sending a questionnaire to collect data from 32 engineering college

libraries. The results indicated that 55.25% of respondents expressed high satisfaction regarding the functionality of the library, whilst 70% of respondents were satisfied with the library's operating hours. In addition, a significant majority of respondents (78.75%) expressed satisfaction with the adequacy of the lending period, while 40% of respondents reported making visits on a weekly basis. The researchers recommended that college libraries implement appropriate approaches to enhance the provision of efficient information services.

**Vijeyalixmy** (2015) conducted a study on the level of satisfaction regarding library services in an academic library, specifically focusing on the Trincomalee campus in Sri Lanka. The objective of the study was to ascertain the information requirements of graduate students and evaluate their degree of satisfaction with the library services. Based on the findings, it is recommended to provide intensive hands-on training that focuses on the needs of the users. This is because a significant number of first-year students from both faculties lack ICT capabilities. Proficient ICT skills are essential for effectively managing electronic information resources. Therefore, it is imperative to conduct more robust campaigns to increase knowledge and access to these resources. Both libraries should consider revitalizing the methods and schedules for granting access to electronic information resources.

**Nnadozie** (2015) investigated the level of consumer satisfaction or unhappiness over the facilities and services provided at prominent public libraries in southern Nigeria. The results obtained from a tailored questionnaire, using a combination of availability and random sampling techniques, were evaluated using frequency tables and overall percentages. The findings indicate that a significant proportion of respondents expressed dissatisfaction with the availability of newspapers/magazines, with 36% reporting dissatisfaction. Additionally, 31% of respondents found the accessibility of libraries to be unsatisfactory. Furthermore, 22% of respondents expressed dissatisfaction with the storage of documents related to local history, specifically in Nigeria. However, a significant number of individuals expressed dissatisfaction with the obsolete 30% and declining 25% quality of the 81 accessible titles. They were also disappointed by the lack of needed information sources, such as ICTs, which accounted for 21%. In general, most of the participants expressed

dissatisfaction with the available resources, facilities, and services, in contrast to only 15% who were satisfied. The research provides a number of suggestions to enhance consumer happiness in public libraries in Nigeria and similar emerging regions.

**Killick, Weerden and Fransje** (2014) engaged in global research on library consumer satisfaction using the LibQUAL survey methodology. An analysis was conducted on the LibQUAL data from SCONUL Libraries, Utrecht, and Leiden Universities in order to examine the disparities between highly satisfied and highly unsatisfied customers on the service provided. An analysis was conducted on the individual outcomes of each of the three dimensions of service quality. An analysis was conducted on the survey findings of respondents who had given a high mean score for satisfaction in one of the three aspects. The purpose was to determine if they had also provided high mean scores for satisfaction overall. Subsequently, this procedure was replicated for those who had provided low mean scores of satisfaction. Upon analyzing the surveys with low satisfaction mean scores in the effect of service dimension, it was found that these respondents also had the most negative scores for the overall average perceived scores, indicating that they are the most unsatisfied users. The findings indicate that both the availability of information resources and the quality of user service have a significant impact on the overall perception of the library service among all user categories.

**Ranewalla and Rajapaksha** (2014) conducted a study on the utilization of library resources and user satisfaction among first and third-year students in the faculty of Engineering and Social Sciences at General Sir John Kotelawala Defence University, Ratmalana. The gathered data was evaluated with MS Excel. The students expressed overall satisfaction with the library resources and services. However, it has been shown that the pupils are not making use of the available resources and services. These observations suggest that in addition to the library orientation program, it is advisable to develop information literacy initiatives to raise awareness and encourage the use of electronic resources. Furthermore, it was recommended to enhance the utilization of e-journals and e-databases.

**Ahmed and Amjad** (2014) examined the utilization of electronic resources by the library users. The objective of the study was to gauge the satisfaction level of researchers with regards to the utilization of electronic resources. Additionally, it aimed to evaluate the frequency and purpose of using various types of electronic resources, as well as identify the challenges encountered by research scholars when utilizing these resources. The participants were queried about the challenges they encountered when utilizing electronic resources. The findings indicate that participants encountered recurring issues, including inadequate internet connectivity, challenging interface design, discomfort with electronic reading, and insufficient instruction from instructors.

**Sriram and Rajev** (2014) conducted a study to determine the specific services and facilities needed by the academic library users of Sur University College, as well as the extent to which these factors affect user satisfaction. Data was gathered directly from the users of the academic library. The Sur University College academic library's related services, including photocopying facilities, printing facilities, study desk facilities, PC provisions, and library catalogs, were analyzed using various statistical techniques to determine their impact levels. The presence of printing and photocopying capabilities at the Sur University College academic library has been found to have a significant impact on its users. Recommendations were also put forward to deliver high-quality services and enhance user happiness.

**Joy and Idowu** (2014) examined the utilization and level of consumer contentment with public library services in the south western region of Nigeria. This research employed a comprehensive survey research design, selecting a total of 400 library users from four states in south western Nigeria. The primary instrument utilized for data gathering is the questionnaire. The data obtained was analyzed using frequency calculations and overall percentages. The findings indicate a noticeable enhancement in the utilization of these libraries. Insufficient infrastructure in Nigerian public libraries, outdated information sources, and limited internet/ICT services have been identified as significant factors affecting customer satisfaction with public library services in the modern era of information and technology. Based on the findings, the

government should expand financing to acquire sufficient information resources and ICT facilities in government libraries.

**Srivastava & Sharma** (2013) analyzed the service quality provided by the provider and its impact on customer satisfaction, as well as the subsequent behaviour in terms of repurchase intention, utilizing a conceptual framework method. There was an inverse relationship between the corporate brand image, the service quality received, and the customers' inclination to switch across brands. The report asserts that organizations must prioritize the establishment of a reputable corporate image and complement it with high-quality service to retain their clients.

**Muhammad and Mirza** (2013) assessed the level of user satisfaction regarding the services provided by the Punjab Institute of Cardiology Library. A deliberate sample of 15 healthcare experts was chosen. Data collection was conducted using a semi-structured interview technique that relied on an interview guide. The data were examined using a thematic method, focusing on qualitative aspects. The findings indicated that users of the PIC library expressed satisfaction with the library's collection, organization, and reference and circulation services. The study revolved around the limited library space, restricted hours of operation, out dated furniture, and the overall environment. They recommended enhancing the availability of electronic library services, acquiring newer collections, improving internet access, and providing more comfortable furniture.

**Bakti and Sumaedi Sik** (2013) Explored the correlation between customer loyalty in a university library service in Indonesia and other factors, specifically service quality and customer happiness. The paper's main objective is to investigate the direct and indirect impact of service quality on customer loyalty, with a particular focus on its influence on customer satisfaction. The researchers surveyed the patrons of a university library in Indonesia using a standardized questionnaire. The findings indicate that service quality has a direct impact on customer satisfaction, which in turn has a direct effect on library customer loyalty. However, the quality of service does not have a major direct impact on client loyalty to library services.

**Saikia and Gohain** (2013) conducted a study to assess the level of satisfaction among students and research scholars of Tezpur University regarding library resources, services, and information-seeking activities. A total of 200 questionnaires were disseminated to students and research scholars at Tezpur University in order to gather pertinent data. Research reveals that 82.39% (131) of users borrowed textbooks, 79.87% (127) accessed journals, and 75.47% (120) read newspapers to fulfil their information needs. Based on this study, it is believed that providing counsel to library users is essential to help them fulfill their information requirements.

**Upadhaya** (2013) conducted a study at the University of Delhi to analyze the behavior of students towards e-resources. The findings revealed that 58% of the respondents showed a preference for using e-resources, while 28% of the students utilized both print and electronic resources.

**Hossain and Islam** (2012) examined users' happiness of Dhaka University Library (DUL) which is closely linked to the emphasized service quality. In order to determine the level of service quality, the needs and expectations of users were first identified. A revised SERVQUAL questionnaire was employed to conduct a survey of DUL users. Calculations were performed to determine user responses for minimum, expected, and perceived services. A gap analysis was conducted to assess the PSQ, which identified two distinct types of service gaps: positive gaps, which represent the provision of quality services, and negative gaps, which show a deficiency in service. The amount of user satisfaction was also determined for both situations (evaluation of PSQ and satisfaction). The study's findings indicate that the "library hours" service is the only thing that achieved optimal user satisfaction, while the other items failed to meet the users' needs.

**Kornelija and Bernardica** (2012) analyzed the results of the customer satisfaction survey conducted at the faculty of philosophy in Osijek library. The survey aimed to ascertain the satisfaction levels of two client groups: students and teachers. The satisfaction data is gathered as part of a comprehensive library evaluation program



and serves as the initial phase in the on-going measuring of customer expectations and satisfaction.

**Larson** (2012) conducted a study to assess user satisfaction with the services and resources provided at the Institute for Educational Development and Extension (IEDE) Library in the University of Education, Winneba, Ghana. The total sample size for the study was 454 and employed a descriptive survey design using questionnaire as data collection tool. The data was subjected to analysis, resulting in the creation of frequency tables and percentages. The study's findings indicate that while students expressed satisfaction with the existing offerings, there is still potential for enhancing the library's services and resources. Recommendations were made to extend the operating hours of the library. It was also advised to improve the reprographic section and provide a printer to better the academic pursuits of users.

**Citti, Politi, and Sabattini** (2012) conducted a study on the academic libraries of the University of Bologna located in Cesena to assess users' satisfaction and identify areas for service improvement. Two polls were conducted, one in 2007 and another in 2010. The second objective was to ascertain whether the measures implemented in response to the 2007 survey were well-received. The 2007 survey utilized the interviewer-assisted administration technique, while the 2010 survey was conducted online. In the 2010 survey provided data on users' expectations and planned behaviors, revealing a significant proportion of students who are ignorant of advanced services. The online questionnaire was implemented. Consequently, there was an increase in the participation of professors in responding to the questionnaire, but the number of students who participated decreased. That was likely because the majority of students do not utilize the institutional address.

**Iwhiwhu and Okorodudu** (2012) conducted a survey of the users' satisfaction with the information resources and services provided by public libraries. The primary objective of a library is to offer pertinent and current resources to fulfil the informational requirements of its users. According to the findings, it became evident that the library patrons were dissatisfied with certain amenities, but it was content with the information resources and services provided by the Edo State Central

Library. The outcome is a direct consequence of the substandard nature of information resources and insufficient services offered by library personnel, as well as their lacklustre work ethic and negative demeanours. The inadequate number of users has significant consequences for both the library and its patrons. Inadequate storage of information resources and subpar services provide challenges for librarians in their efforts to construct a library. In summary, the study found that information resources, facilities, and services had an impact on consumer satisfaction. To ensure that the library meets the expectations of its users and the following recommendations have been made: the state government should promptly allocate the required funds to acquire the necessary information resources and ICT facilities for the efficient operation of the Edo State Central Library; library staff should modify their work attitude and approach towards users, providing the necessary assistance to facilitate users' search for the relevant information resources they need; furthermore, the library's operations should be automated to enhance the quality of the services provided and to facilitate the retrieval of information resources by library users.

**Pauline** (2011) explored the correlation between service quality and user happiness at Redeemers University. Additionally, he investigated the utilization of user surveys in various previously published publications. The study employed a questionnaire as a data gathering technique. The study discovered that among the academic staff and students that were part of the study group, students were the most frequent users of the library. The college of management sciences had the highest utilization rate, indicating that users were content with the library's materials and services.

**Kaur** (2010) conducted a study to investigate the academic staff's impression of the quality of academic library services. Additionally, it seeks to evaluate the influence of library services on individuals' work and their perceived degree of contentment with university library services. The research was conducted via a survey methodology. The survey tool utilized was a questionnaire that was derived from a quality impact survey, which was based on SERQUAL dimensions. The findings indicated that the library services were generally satisfactory.

**Elaine et. al.** (2010) examined user happiness with electronic reference services, with a specific focus on the methods used to measure satisfaction. Various diverse techniques are employed to quantify user happiness. There was minimal overlap in the precise questions that were considered, however there were some commonalities in the methodology employed. The analysis reveals a dearth of standards in LIS research pertaining to this subject. Database searches revealed studies focused on electronic reference. Articles that included a measure of user happiness were selected and then critically evaluated. The remaining research was examined to identify any similarities, discrepancies, and consistency.

**Azzah and Mark** (2010) focused on analyzing and exploring the factors that impact user satisfaction in information retrieval. The findings clearly indicate that user satisfaction is a subjective measure that can be influenced by various factors, including the effectiveness of the system, the effectiveness of the user, the effort exerted by the user, and the characteristics and expectations of the user. Hence, the information retrieval evaluator must take into account all of these elements when assessing user happiness and using it as a measure of user effectiveness.

**Mahajan** (2009) surveyed the library of Punjab University to know the users concerned about the collection and services provided by the library. The findings show that there is a need for additional training in utilizing online resources.

**Mehran and Mostafa** (2008) explored the significance of service quality as perceived by users of the University of Tehran Central Library. The research also seeks to assess the library's efficacy in meeting users' requirements through the provision of library resources and services. The SERVPERF approach was employed to fulfil the study's objectives. Data was gathered through the use of questionnaires that contained well-defined questions. The questions were formulated to obtain responses on a five-point Likert scale in order to assess both the satisfaction of the respondents and their impression of the quality of the service. The findings indicate that despite the University of Tehran Central Library's implementation of various initiatives to enhance its services, the lack of proper identification of the key

elements of service quality based on user feedback has resulted in a significant failure to achieve user satisfaction.

**Ashok Kumar Sahu** (2007) conducted a study to assess the perceptions of users of the Jawaharlal Nehru University library and evaluate the quality of its services. Additionally, it sought to determine the extent to which the JNU library has been successful in providing satisfactory service to its users. The study was conducted among the student body and academic staff of JNU. The data-gathering instrument employed was a questionnaire. A structured questionnaire was created for data gathering. The purpose of closed-ended questions was to elicit replies on a five-point Likert scale in order to assess user happiness and impression of service quality. The data was analyzed using the chi-square method. The findings suggested that the JNU library does not suffer from any deficiency in the quality of its services.

**Kaur and Verma** (2006) investigated the utilization of electronic resources and library services from the individuals in TIET library Patiala. The majority of users visit the library primarily for borrowing and returning books, followed by consulting periodicals and journals. Additionally, a significant number of users visit the library for photocopying purposes. The study suggested that university library users are becoming more aware of e-resources. The survey also found that search engines and eBooks were the most popular e-resources among the various students, while CD-ROMs and E-Theses were among the least utilized e-resource

**Jackson et.al.** (2005) examined the frequency of library utilization and satisfaction with library resources and services among patrons in the field of hospitality education. The study utilized data from five hospitality management programs nationwide to identify significant disparities in library accessibility, utilization, and satisfaction among customers based on factors such as gender, academic standing, and international versus non-international status. The results of this preliminary investigation offer compelling proof of a growing inclination among undergraduate students, graduate students, and faculty/staff to access library resources and services remotely.

**Adomi et. al.** (2004) examined levels of satisfaction regarding reserve collection services at Delta State University Library in Abraka, Nigeria. Data were acquired through the use of a questionnaire. The findings unveiled the personal attributes of the participants and their levels of contentment with the reserve collection, lending policy, staff, reading room condition, opening hours, and user service time. The report finishes by providing suggestions for enhancement.

## **2.2 RESEARCH GAP**

Multiple research and observations have been conducted on user satisfaction with library services and resources both in India and elsewhere. Based on the literature examined it is evident that there is a lack of considerable evidence about research on user satisfaction with library resources and services in the colleges of Mizoram. This has enabled the researcher to investigate this subject.

## **2.3 CONCLUSION**

The large number of studies over the past few decades, as reviewed in this report, shows that user information satisfaction remains an important topic in research studies despite somewhat contradictory results. User satisfaction has been recognized as an important measure of library performance. While user satisfaction is defined, in general, as the degree to which the library can meet the demands of the user, this concept has been measured and used in a variety of ways. This diversity indicates both the complexity of the construct and the lack of consensus among librarians concerning its measurement and use. Consequently, the interpretation of the literature is open to question. User satisfaction is considered a reliable criterion for determining library effectiveness. Therefore, to improve user satisfaction and their overall perception of library effectiveness, libraries should make concerted efforts to consider all possible factors associated with user satisfaction. The present study is an attempt in this direction to analyze, and identify the problems of the users and suggest the ways and means to resolve them.

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**CHAPTER-3**

**COLLEGE'S PROFILE**

**AND LIBRARY STATUS**

**IN SELECTED**

**COLLEGE: OVERVIEW**

### **3. INTRODUCTION**

College is an integral component of the higher education system in every country, and the college library is widely regarded as the central hub of every institution. The primary function of the college library is to serve academic and educational needs. The college library is an active education tool for students, professors, researchers, and staff. This chapter included a concise overview of the colleges being examined.

#### **3.1 A BRIEF HISTORY OF THE HIGHER EDUCATION SYSTEM IN INDIA**

In the 21st century, higher education plays a crucial role in a knowledge-based society, serving as a powerful means of knowledge creation. Higher Education in India refers to the education provided to students beyond the secondary level, extending into post-secondary education. It is also commonly understood as the education provided by colleges or universities. Higher education institutions encompass regular colleges and universities and specialized programs in law, theology, medicine, commerce, music, art, and other fields. In addition to universities, higher education encompasses teacher training institutions, community colleges, and technical institutes. Higher education often encompasses education at the level of a degree or higher.

Throughout the history of India, higher education has consistently held a significant position, spanning from ancient Bharat to modern India. The universities of Nalanda, Taxshila, and Vikramsila were esteemed centres of academic education in ancient times, drawing students not only from across the nation but also from distant lands. The world's first residential university, established in Nalanda by Emperor Kumaragupta in 427CE, existed for nearly 800 years until its demise in the 12th century CE, thanks to the generosity of the emperor and the dedication of knowledgeable monks and professors. It is estimated to have a faculty of 2,000 teachers and an enrolment of 10,000 pupils.

Following that, the universities of Calcutta, Bombay (now Mumbai), and Madras were established in 1857. The University of Allahabad was then founded in 1887. The Inter-University Board, which eventually became the Association of Indian Universities, was founded in 1925 to foster university activities through

exchanging information and collaboration in education, sports, culture, and related fields. In 1948, shortly after India gained independence, the University Education Commission was established. Dr. S Radhakrishnan was appointed as the Chairman of the commission. The purpose of the commission was to examine the state of university education in India and propose recommendations for its improvement and expansion, taking into account the country's current and future needs and aspirations. The University Grants Commission (UGC) was officially established on 28 December 1953 by the late Shri Maulana Abdul Kalam Azad, who was then the Minister of Education, Natural Resources, and Scientific Research.

Libraries have existed since the dawn of civilization, or more precisely, when humans acquired the ability to record and share ideas. The library of Nalanda University, located in modern-day Bihar, India, was renowned for its extensive collection of 9 million manuscripts covering a wide range of subjects. There is a widely acknowledged consensus that Muhammad bin Bakhtiyar Khilji, a Turkish invader, was the individual accountable for the devastation of Nalanda University. However, two explanations were quietly mentioned. An explanation for this is that Bakhtiyar Khilji was actively seeking the Quran within the library of Nalanda University, but was unable to locate it. Consequently, he became irritated and deliberately ignited the fire in the library, causing its destruction. Additionally, Khilji became irritated when a Buddhist monk named Rahul Sri Bhadra successfully treated his illness, while his Islamic physicians were unable to do so. Subsequently, the Sultan made the decision to extinguish the origin of this capability by setting fire to the Nalanda University library, obliterating approximately 9 million books, and effectively repressing Buddhism. The library was completely destroyed in a span of 3 months due to a fire.

The development of libraries has a strong connection to the educational, cultural, and industrial progress of a nation. The university serves as the primary institution for advanced education, acting as both a hub for acquiring knowledge and a focal point for intellectual pursuits. The university library is anticipated to accommodate the diverse requirements of its customers, including students, faculty, and research scholars. A library serves several social and educational purposes. The

instrument aims to enhance individuals' quality of life by providing them with information, education, amusement, intellectual stimulation, and enrichment in all areas of life.

The establishment of INFLIBNET (information library network) in 1991 was a significant and easily recognizable advancement in the history of higher education and libraries. It is a self-governing inter-university center established by the UGC. UGC has started another project in India called UGC-INFONET. This project aims to provide academic e-resources to Indian academics through a partnership between UGC, INFLIBNET, and ERNET. This involves electronically connecting universities and colleges across the country in order to achieve optimal efficiency through internet-based teaching, learning, and governance. Shodganga offers a platform for research academics to submit their PhD theses and make them accessible to the entire scholarly community through open access. INFLIBNET is recognized as the repository for Indian theses. Shodhasindhu is a platform that serves as a consortium for higher education electronic resources. It provides universities, colleges, and centrally supported technical institutions with access to e-resources. It offers educational institutions the opportunity to access scholarly knowledge, both through subscription-based and open access models, at a reduced cost. These examples demonstrate that libraries are more than mere repositories of documents. The library consists of a diverse range of collections, including electronic resources, as well as a variety of services available both online and offline. It also provides access to associated devices and equipment and is staffed by highly qualified professionals. Additionally, it offers physical facilities for users. Libraries foster the advancement of educational, social, and cultural endeavors. Dr. SR Ranganathan states that libraries are not only repositories, but rather they are abundant sources from which knowledge flows to nourish the extensive realm of education and culture. The university library's main focus is the preservation and dissemination of fundamental knowledge and ideas, as well as conducting research and interpretation activities. In the University Education Commission report, Dr. Radhakrishnan designated a library as the heart of the university.

### 3.2 MIZORAM AT A GLANCE

Mizoram is a northeastern state in India, and its capital city is Aizawl. The state's name is a combination of “Mizo” the endonym of the indigenous people, and “Ram,” which translates to “land” in the Mizo language. Therefore, the term “Mizo-ram” signifies the territory belonging to the Mizos. There is a disagreement on the definition of the term “zo”. One perspective is that “zo” denotes “highland” or “hill”, while Mizoram signifies “land of the Mizos”. B. Lalthangliana suggests that the term “zo” could perhaps refer to a “cold place”, implying that the term “Mizo” could also denote individuals from such a chilly region. Located in India's northeastern area, this state is the southernmost landlocked state. It has borders with three of the Seven Sister States: Tripura, Assam, and Manipur. The state also has a 722-kilometre border with the neighboring countries of Bangladesh and Myanmar. Mizoram, along with other northeastern states of India, was formerly a part of Assam until 1972 when it was separated and established as a Union Territory. The Indian Parliament enacted the 53rd amendment of the Indian Constitution in 1986, so authorizing the establishment of the State of Mizoram on 20 February 1987, making it the 23rd state of India. Based on the 2011 census, Mizoram had a population of 1,091,014 during that year. Mizoram covers an area of over 21,087 square kilometers, with around 91% of this area being covered by forests. Approximately 95% of Mizoram's people may be traced back to a varied tribal ancestry. The Mizoram people are presently safeguarded as a Scheduled Tribe under the Indian constitution. Mizoram is among the three states in India where the bulk of the population follows the Christian faith, accounting for 87% of the population. Mizoram has a well-educated population and its economy is primarily based on agriculture. Slash-and-burn farming, sometimes referred to as jhum, is the predominant agricultural practice in the state. Over the past few years, the traditional jhum farming methods have been gradually substituted by a flourishing horticulture and bamboo products sector. The state possesses approximately 871 kilometers of national highways, with NH-54 and NH-150 serving as connections to Assam and Manipur, respectively. Additionally, it serves as an expanding hub for transit trade with Myanmar and Bangladesh.

### Districts of Mizoram

*Mizoram chhunga district hrang hrangte*



Figure: 3.1. Mizoram District Map

([https://en.wikipedia.org/wiki/List\\_of\\_districts\\_of\\_Mizoram](https://en.wikipedia.org/wiki/List_of_districts_of_Mizoram))

### 3.3 HISTORICAL BACKDROP OF THE MIZO'S

The Mizo people, along with a great number of other tribes in the North Eastern region of India, have a history that is buried in mystery. The majority of people believed that they were a part of a large Mongoloid migration that originated in China and eventually made their way to India, where they find their current habitat. The Mizo people probably originated from Shinlung or Chhinlungsan, which are both villages in China that are situated on the banks of the Yalung River. Beginning in the Shan State, they eventually moved to the Kabaw Valley, Khampat, and finally the Chin Hills around the middle of the 16th century. Initially, they settled in the Shan State. When the first group of Mizo people arrived in India, they were referred to as Kukis. The second group of Mizo people who arrived was referred to as New Kukis. When it came to the Mizo tribes, the Lushai were the last to make the journey to India. The history of the Mizo people during the 18th and 19th centuries is characterized by numerous instances of tribal attacks and punitive expeditions of security authorities. Through a proclamation issued in the year 1895, the Mizo Hills were formally acknowledged as being a part of the British India. In 1898, the Lushai

Hills district was formed by the union of the North Hills and the South Hills, with Aizawl known as the district's headquarters.



Figure: 3.2-Cheraw Dance

### 3.3.1 Demographics:

It is estimated that 1,091,014 people are living in Mizoram, with 552,339 males and 538,675 females. Even though this represents a gain of 22.8% since the census took place in 2011, Mizoram is still the state with the second lowest population in India. In comparison to the national ratio of 940, the state has a larger ratio of females to males, with 976 females for every thousand males. 52 people are living in every square kilometer, which is the population density level.

### 3.3.2 The literacy rate:

As of 2011, the literacy rate of Mizoram was 91.58 percent, which was greater than the average literacy rate of 74.04 percent across the country and ranked second best among all of India's states. Urban regions are home to over 52% of Mizoram's population, which is significantly more than the average for India. It is estimated that more than one-third of Mizoram's population resides in the Aizawl district, which is the state capital.

### **3.3.3 Geographical area:**

The northern half of Mizoram shares domestic borders with Manipur, Assam, and Tripura, while the southern part of the state shares international borders with Myanmar and Bangladesh which are 722 kilometers long. Mizoram is a landlocked state located in the north-eastern region of India. Within India, it is the seventh smallest state, with a total area of 21,087 km<sup>2</sup>. From 21°56' North to 24°31' North, and from 92°16' East to 93°26' East, it stretches. The tropic of cancer goes through the state, and it is almost exactly in the middle of the state. The largest distance from north to south is 285 kilometers, while the maximum distance from east to west is 115 kilometers.

### **3.3.4 Climate:**

Temperatures in Mizoram cross 30 degrees Celsius in the summer and range from 7 to 22 degrees Celsius (45 to 72 degrees Fahrenheit) in the winter. Mizoram has a mild climate, with summer temperatures ranging from 20 to 29 degrees Celsius (68 to 84 degrees Fahrenheit) and winter temperatures ranging from 7 to 22 degrees Celsius (45 to 72 degrees Fahrenheit). The monsoons affect the region, which experiences heavy rainfall from May until September and very little rainfall during the dry season (cold season). There is an average annual rainfall of 254 centimeters (100 inches) in the state, which indicates that the climate pattern is moist tropical to subtropical. Aizawl, the capital, receives approximately 215 centimeters (85 inches) of rainfall, whereas Lunglei, another significant hub, receives over 350 centimeters (140 inches) of rainfall. Because the state is located in an area that is prone to landslides and cyclones, it is vulnerable to weather-related emergencies.

## **3.4. HIGHER EDUCATION IN MIZORAM**

‘Education is one of the fundamental factors of the overall development of a nation. It is a constant source of lifelong learning and has a direct bearing on human capital, which is the nation’s most valuable and crucial resource (Rabindranathan, 1989). Human resources constitute the ultimate basis for the wealth and development of any nation. Capital and natural resources are passive factors of production; human beings are the active agents who can increase capital, build political, economic, and social



organizations, properly use natural resources, and lead to national development (Turkkahraman, 2012).

Education in Mizoram was initiated by the efforts of Christian Missionaries. Their writing was not available until the arrival of the pioneering missionaries. F.W. Savidge and J.H. Lorain developed a Roman script (A, AW, B) for the Lushai language. Schools were established in their early stages by the endeavors of missionaries, and the first elementary school commenced on April 2nd, 1894. The expansion of education was hindered by the lack of government focus on its development, particularly beyond the basic level. The establishment of the first high school was finally realized in 1944 after a prolonged period of anticipation. Due to the lack of initiative from missionaries and the government, the establishment of higher education was delayed until 1958.

The establishment of the first college in Aizawl occurred in 1958, functioning as a completely private venture. The college formerly known as Aijal College is now recognized as Pachhunga University College. Subsequently, higher education was extended to the southern region of Mizoram. In 1964, a college was established in Lunglei, with another one being opened in Saiha shortly thereafter in 1978, with a six-year gap between them. Currently, Mizoram University has 26 permanent colleges, and 12 temporary colleges that are affiliated to it. These colleges offer undergraduate education in a variety of subjects and fields. Due to the growing population and the rising need for higher education, three new privately owned institutions have recently been established. However, these colleges are not yet affiliated with Mizoram University. Currently, undergraduate colleges are situated throughout the entire state. However, a significant majority of 23 out of 31 colleges are situated in Aizawl and Lunglei. All but two colleges are permanently affiliated with Mizoram University, while the remaining two colleges are conditionally affiliated. All colleges connected with Mizoram University are recognized by the University Grants Commission under sections 2 (f) and 12 (B).

The higher education institutions in Mizoram are still relatively young in comparison to other regions of the country. Over the past few decades, several

colleges in the state have been built, managed, and financially supported by various denominations of the church such as BCM, PCI, Seventh Day, and Catholic. In addition to these, a small number of colleges have been established and operated purely by private entities, in response to the interests and demands of the people. Currently, Mizoram offers undergraduate education in five academic disciplines: arts, science, business, medical, technical, and professional courses. The vast majority of institutions in Mizoram provide general education programs, including streams in arts, science, and commerce. Among the entire pool of colleges, only a limited number of institutions provide professional courses. Mizoram had been operating without its university for an extended period. Mizoram University, a central university, was established in 2001. Currently, Mizoram has four universities, which include Mizoram University (MZU), the Institute of Chartered Financial Analysts of India (ICFAI) University, the College of Veterinary Science and Animal Husbandry, and the National Institute of Technology (NIT). The founding of Mizoram University is a significant landmark in the advancement of higher education in Mizoram. A significant number of colleges are associated with it, operating under strict rules, regulations, and procedures to ensure better quality. The higher education system in Mizoram is progressing towards addressing the difficulties and requirements of a developing knowledge-driven society, at both the graduate and post-graduate levels. Below is a list of the colleges that are affiliated with Mizoram University.

**Table-3.1. Affiliated colleges under Mizoram University**

<b>Sl No</b>	<b>Colleges</b>	<b>Year of Estb.</b>	<b>Nature of affiliation</b>	<b>UGC Recognition</b>
1	Pachhunga University College	1958	Constituent	2F &12B
2	Lunglei Govt. College,	1964	Permanent	2F&12B
3	Govt. Champhai College,	1971	Permanent	2F&12B
4	Govt. Serchhip College,	1973	Permanent	2F&12B
5	Govt. Aizawl College	1975	Permanent	2F&12B
6	IASE	1975	Permanent	2F&12B
7	Govt. Saiha College,	1978	Permanent	2F&12B
8	Govt. Kolasib College,	1978	Permanent	2F&12B
9	Govt. Hnahthial College	1979	Permanent	2F&12B
10	Govt. Hrangbana College,	1980	Permanent	2F&12B
11	Govt. Lawngtlai College,	1980	Permanent	2F&12B
12	Govt. Zirtiri Res Sc. College	1980	Permanent	2F&12B
13	Govt. Mamit College,	1983	Permanent	2F&12B
14	Govt. J.Buana College	1983	Permanent	2F&12B
15	Govt. Mizoram Law College,	1983	Permanent	2F&12B
16	Govt. Saitual College,	1984	Permanent	2F&12B
17	Govt. Khawzawl College,	1985	Permanent	2F&12B
18	Govt. Zawlnuam College,	1986	Permanent	2F&12B
19	Govt. Aizawl North College,	1988	Permanent	2F&12B
20	Govt. Aizawl West College,	1990	Permanent	2F&12B
21	Govt. T.Romana College,	1992	Permanent	2F&12B
22	Govt. J. Thankima College,	1992	Permanent	2F&12B
23	Govt. Kamalanagar College,	1992	Permanent	2F&12B
24	Govt. Johnson College,	1993	Permanent	2F&12B
25	RIPANS	1995	Permanent	2F&12B
26	NIELIT	2001	Permanent	AICTE
27	Mizoram College of Nursing	2005	Provisional	-
28	HATIM	2007	Permanent	2F&12B
29	Aizawl City College	2015	Provisional	-
30	Divine Mercy College	2016	Provisional	-
31	St. Xavier's College	2017	Temporary	-
32	Helen Lowry College	2017	Provisional	-

33	DIET, Chaltlang,	1953	Provisional	-
34	DIET, Lunglei	1974	Provisional	-
35	SCERT	1980	Provisional	-
37	ZMC	2018	Provisional	-
38	Kawnpui College	2020	Provisional	-
40	Faith College	2019	Provisional	-
41	Mizoram Christian college	2019	Provisional	-

(Source: <https://mzu.edu.in/affiliated-institutes/>)

The majority of the college's general educational programs and a limited number of professional courses are affiliated with the Higher Education department under the Government of Mizoram, which is governed by the Directorate of Higher and Technical Education. The state government is accountable for overseeing college education, advanced technical education beyond the higher secondary level, technical education at the diploma level, and language development. The Higher and Technical Department of the Government of Mizoram oversees and directs a total of 21 colleges, including three professional colleges and two technical institutes. Within this department, the government has also granted permission for the establishment of private colleges. Currently, 8 private colleges are operating under this department, listed as follows:

**Table-3.2. Private colleges affiliated with Mizoram University**

Sl No	Name of the college	Year of Estb.	Courses offered	Sponsored
1	HATIM	2007	Arts, Commerce, Social Work and BCA	BCM/ Private
2	Kapthangi College	2015	Arts	Private
3	Aizawl City College	2015	Arts	Private
4	Divine Mercy College	2016	Management	Private
5	Helen Lowry College	2016	Arts, Commerce	Seventh-day/ Private
6	Mizoram Christian College	2019	Arts, Commerce	PCI/ Private
7	Faith College	2019	Arts	Private
8	Kawnpui College	2020	Arts	Private

### 3.5 COLLEGE PROFILE AND LIBRARY STATUS UNDER STUDY

Currently, there are 33 colleges in Mizoram, of which three are professional, nine are Private colleges and all are affiliated to Mizoram University. The present study will cover the teachers and students of all 23 colleges (excluding professional, training colleges, and private colleges) of Mizoram. Nevertheless, even though HATIM is a private institution, it is included in the study because HATIM is under a permanent affiliation with the UGC's Act 1956 of 2F and 12B.

**Table-3.3. Name of selected colleges under study**

Sl.No	Name of the colleges\Institutions	Year of Estb.	Recognition under UGC Act 1956
1	Pachhunga University College	1958	2(F) and 12(B)
2	Government Hrangbana College	1980	2(F) and 12(B)
3	Government Aizawl College	1975	2(F) and 12(B)
4	Government Zirtiri Residential Science College	1980	2(F) and 12(B)
5	Government Aizawl North College	1988	2(F) and 12(B)
6	Government Aizawl West College	1990	2(F) and 12(B)
7	Government T Romana College	1992	2(F) and 12(B)
8	Government Johnson College	1993	2(F) and 12(B)
9	Government J Thankima College	1992	2(F) and 12(B)
10	Government Champhai College	1971	2(F) and 12(B)
11	Government Khawzawl College	1985	2(F) and 12(B)
12	Government Saitual College	1984	2(F) and 12(B)
13	Government Kolasib College	1978	2(F) and 12(B)
14	Government Mamit College	1983	2(F) and 12(B)
15	Government Zawlnuam College	1986	2(F) and 12(B)
16	Government Serchhip Colleg	1973	2(F) and 12(B)
17	Government Hnahthial College	1979	2(F) and 12(B)
18	Government Lunglei College	1964	2(F) and 12(B)
19	Government J Buana College	1983	2(F) and 12(B)
20	Government Lawngtlai College	1980	2(F) and 12(B)
21	Government Kamalanagar College	1992	2(F) and 12(B)
22	Government Saiha College	1978	2(F) and 12(B)
23	HATIM	2007	2(F) and 12(B)

(Source: <https://mzu.edu.in/affiliated-institutes/>)

### 3.6 GOVERNMENT SAIHA COLLEGE

#### 3.6.1 College Overview:

<b><i>Establishment</i></b>	20-07-1978	<b><i>No of Students</i></b>	489 (2023-2024)
<b><i>Streams</i></b>	Arts	<b><i>Library total collection</i></b>	7894
<b><i>No of Faculty</i></b>	26	<b><i>Website:</i></b>	<a href="https://govtcollegesaiha.mizoram.gov.in">https://govtcollegesaiha.mizoram.gov.in</a> (2023-2024)

Saiha College was founded as an exclusively private institution on July 20, 1978. The College received official recognition from the Government of Mizoram on November 2, 1979, as stated in letter No. ECL.20/79/44-45 (A). N.E.H.U also awarded affiliation starting from the 1980-81 academic session, as mentioned in letter No. CDC/C.56/80-81/236 dated May 16, 1980. The government upgraded the College to a deficit-grant-in-aid status on February 1, 1985, as per the official document No. B.16013/84-EDC/59 dated May 10, 1985. Furthermore, the government assumed control of the College on January 31, 1992. A degree program including courses in English, Mizo, History, Political Science, Economics, Education, and Alt. English, was initiated in the academic year 1980-81. Affiliation was granted by NEHU starting from the 1984-85 academic year, as per No. CDC/55/82-83.899 dated 19.11.1982. The College obtained authorization to introduce major courses in English, Mizo, Sociology, Education, and Economics, in addition to the already offered courses in History and Political Science, starting in 1996. This license was granted under the reference number CDC/A.37/91-92/423, dated 22.6.95. The College was awarded Permanent Affiliation starting from the academic year 1995-96, as per the official document No. CDC/A.37/91/423 dated 22.6.95. The College was officially recognized by the University Grants Commission under section -2(F) and 12(B) of the UGC Act, 1956 on 29th March 1996. In addition to the traditional degree program, the College has recently introduced distance education options through its IGNOU Study Centre. Upon the establishment of Mizoram University, all the colleges in Mizoram that were formerly associated with NEHU became automatically affiliated with Mizoram University.

### **3.6.2 About Library**

The college possesses a commendable library situated inside the confines of its campus. Situated in a serene and peaceful environment, the library offers a favourable learning atmosphere for students due to its natural surroundings. The library offers ample reading areas equipped with a substantial collection of books and reference materials. The implementation of an Integrated Library Management System is now in progress. Currently, the library is organized and managed using a manual system. The librarian maintains accurate records of book issues and returns. Penalties are imposed for the tardy return of books to guarantee prompt and timely book returns. Library clearance is a mandatory requirement for all students to fulfill in order to successfully obtain their degree. Currently, the overall enrolment for the 2023-2024 academic year is 489 students. A total of 24 teachers, consisting of 2 part-time and 8 casual teachers, served in the teaching role. The college has a subscription to N-LIST, a service provided by INFLIBNET, which offers electronic resources. The mean yearly spending for the acquisition of books/e-books and subscriptions to journals/e-journals over the past five years (INR in Lakhs) is 11.08 Lakhs (SSR 2022). The daily utilization of the library by professors and students over the past year was 30 (SSR 2022). The library acquires books and journals through grants provided by the NEDP, RUSA, and the College's fund.

The college library is administered by a library committee, with the Librarian serving as the convener and the principal as the chairman. The library operates from 10.15 A.M to 4.00 P.M. on weekdays (Monday to Friday) and Saturdays. It is closed on Sundays and public holidays. At present, there is no permanent library personnel as the librarian passed away in 2021. The government has not yet filled librarian positions, but they have hired one qualified staff member and one non-professional staff member on a temporary or contractual basis. The library has established systematic protocols for borrowing and returning books. The maximum number of books that can be borrowed at once is 3 for students, 10 for teaching faculty, and 5 for non-teaching staff. The loan duration for students is 15 days while teaching faculty and non-teaching personnel have a borrowing time of 90 days each. Library patrons benefit from the Open Access System, and books are classified according to

the DDC method. The library has an approximate space of 4160 square feet. The maximum occupancy of the reading room in this library is roughly 50 readers at any given moment. The library possesses an extensive assortment of reference materials, including encyclopedias, dictionaries, yearbooks, maps, and atlases. The library also possesses and subscribed to subject-specific journals, magazines, and local as well as national newspapers.



Figure-3.3a. Government Saiha College

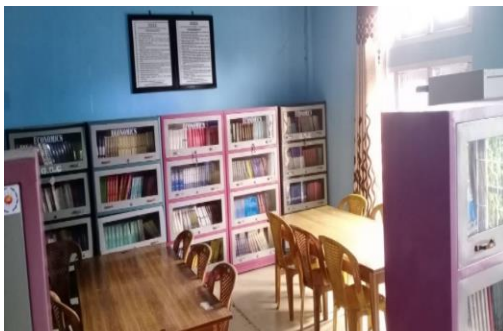


Figure-3.3b. Library Reference Section



Figure-3.3c. Library Stack room



### 3.7 GOVERNMENT LAWNGTLAI COLLEGE

#### 3.7.1 College Overview:

<i>Establishment</i>	1980	<i>No of Students</i>	393 (2023-2024)
<i>Streams</i>	Arts	<i>Library total collection</i>	5500
<i>No of Faculty</i>	38 (2023-2024)	<i>Website:</i>	<a href="https://lawngtlaicollege.mizoram.gov.in/">https://lawngtlaicollege.mizoram.gov.in/</a>

Government Lawngtlai College is located in the southern and remote region of Mizoram, 300 km away from Aizawl the capital city of the state. The college is ideally situated on a hillock within Lawngtlai town. It has an approach road of 700 m (approximately) branching off the main National Highway No. 54. Lawngtlai is the headquarters of the Lai Autonomous District Council as well as the administrative headquarters of Lawngtlai district, one of the eight administrative districts in the state. Government Lawngtlai College had been established by the people of the Lai autonomous district council in the year 1980. The college has henceforth, been run by the concerted efforts of political, Social, and religious leaders, and the local people through numerous hardships for about 8 years till it was placed under deficit status with effect from 1<sup>st</sup> July 1989. Presently, it continues to be the only college catering to the needs of the people within the entire district having a population of over 117,894 (Source: <https://lawngtlai.nic.in/demography/>). Right from the beginning, the college has produced successful undergraduate students and has continued to maintain an impressive academic record, especially given its being located in such a remote and backward region of the state of Mizoram.

#### 3.7.2 About Library

The Lawngtlai College Library operates exclusively for the benefit of the college's faculty and students. As of 2021, the retirement of the librarian has resulted in the absence of specialized library professionals in the library. However, a graduate caretaker has been assigned to oversee the library. The institution also seeks and

expects competent individuals to manage the college library. Despite the absence of certified library professionals and a lack of staff, the college library continues to operate and serve its users to the best of its abilities. The only library caretaker manages the entire library with much difficulty. Currently, the caretaker is solely responsible for the library's housekeeping operations, specifically handling the issuing and returning of books.



Figure 3.4a. Govt. Lawngtlai College



Figure 3.4b. Principal Office



Figure 3.4c. Library Stack Area



Figure 3.4d. Library Reading area

### 3.8 GOVERNMENT KAMALANAGAR COLLEGE

#### 3.8.1 College Overview

<i>Establishment</i>	04-04-1992	<i>No of Students</i>	370 (2023-2024)
<i>Streams</i>	Arts	<i>Library total collection</i>	4953
<i>No of Faculty</i>	30 (2023-2024)	<i>Website:</i>	<a href="https://www.gknc.in/">https://www.gknc.in/</a>

Kamalanagar College is a co-educational institution that offers degree programs and is governed by the government. The coordinates of Kamalanagar, Chawngte, Mizoram, the Headquarters of Chakma Autonomous District Council (CADC), are 22°37'22.0" North latitude and 92°37'43.5" East longitude. The region is populated by indigenous tribes. The area is designated as a Tribal belt according to the provisions of the Sixth Schedule of the Constitution of India. This region, which is mostly inhabited by the Chakma, a Scheduled Tribe, and other tribal minorities such as the Lai (Mizo), Bawm (Mizo), Pang (Mizo), Tlanglau (Mizo), Reang / Bru, and a few more sub-tribes. This college is a monolithic institution that has exclusively offered undergraduate education in the field of arts since its establishment. Government Kamalanagar College (GKNC) was established on April 4, 1992, by a group of ambitious educationists in the region.

The State Government was designated as a 'Deficit College' on January 1, 2007, and was subsequently provincialized by the Government of Mizoram on September 19, 2013. Therefore, the college is exclusively a government institution that focuses solely on undergraduate (UG) education up until the present time. Mizoram University (MZU) approved 'Permanent Affiliation' on July 30, 2009, as shown in the official letter with reference number MZU//CDC/1/19/09/380. The College underwent a transformation and became solely a government institution on September 19, 2013, as stated in document No.B.16013/1/2007 dated September 19, 2013. Through the Provincialisation Order, the Government of Mizoram assimilated

all the staff members (both teaching and non-teaching) of the College into the government workforce, while transferring ownership of the institute's properties to the state authorities. The UGC (University Grants Commission), which is the highest authority for higher education in India, has granted recognition under sections 2 (f) and 12 B of the UGC Act, 1956 on July 30th, 2010 (Vide F.No.8-271/2009(CPP-I/C) Dt.30.07.2010).

### **3.8.2 About Library**

Government Kamalanagar College Library began operating shortly after the college was established. Recognizing that the library serves as the institution's beating heart, the library also functions as an essential component of the college, to provide resources and services in whatever form that is feasible. At the moment, there are two members of staff working at the library; one of them is the librarian, and the other is a library attendant. In addition, there is a library committee that has been established to monitor the library and assist it in performing its functions. Through the utilization of SOUL 2.0, the library is outfitted with library management software and is partially automated. In addition, the library has a subscription to subject-oriented printed periodicals, as well as a subscription to N-LIST, which is extremely helpful for both students and teachers in terms of keeping themselves up to date with electronic resources. At the moment, the library contains a total of 1,953 collections, 383 reference collections, and 1980 titles in its collection. RUSA, NEDP, and library fines and fees are the primary sources of funding for the library, which allows the library to fund the acquisition of certain reading materials and resources.



Figure 3.5a. Govt. Kamalanagar College      Figure 3.5b. Library Circulation Section



Figure 3.5c. Reading room      Figure 3.5d. Library Technical section

### 3.9. GOVERNMENT SERCHHIP COLLEGE

#### 3.9.1 College Overview:

<b><i>Establishment</i></b>	1973	<b><i>No of Students</i></b>	476 (2023-2024)
<b><i>Streams</i></b>	Arts, Science, Computer Science	<b><i>Library total collection</i></b>	15685
<b><i>No of Faculty</i></b> (2023-2024)	52	<b><i>Website:</i></b>	<b><i><a href="https://gsc.edu.in/">https://gsc.edu.in/</a></i></b>

Govt. Serchhip College is a tertiary educational institution that was founded in 1973 and offers undergraduate degree programs. The college originated from a collaborative effort of enthusiastic residents from the villages of Serchhip and Chhiahtlang. Several notable persons in these regions held a similar vision of establishing a college that would provide convenient access to higher education for

the younger generations of Serchhip and nearby villages. Starting from modest origins, the college had a progressive expansion in terms of student enrollment, staff, and facilities. Although initially limited to an Arts stream, the institution has expanded its offerings to include standard courses in Arts, Science, and Bachelor of Computer Applications, encompassing a total of 13 departments. The college boasts a picturesque campus adorned with abundant greenery, providing a serene and expansive atmosphere. The establishment is situated in New Serchhip, conveniently within a 2-minute walking distance from the National Highway 54. The administrative, academic, and library buildings are located on triangular hilltops in the center of the campus. In 1975, the college became associated with North Eastern Hill University. On January 1, 1989, it was made into a provincial institution and then became affiliated with Mizoram University when the university was founded in 2001. The college has been granted recognition under sections 2(f) and 12(B) of the UGC Act, 1956, as stated in letter No.F.No.8-93/86 (CPP-1) dated 27.10.1990. The college achieved accreditation from the National Assessment and Accreditation Council (NAAC) on January 8, 2011, with a 'B' Grade status. It was subsequently reaccredited in 2016 with a 'B+' Grade. Recently in 2021, it got an accredited A Grade and it was the first college in Mizoram to attain an A Grade.

### **3.9.2 About Library:**

In 1978, the College Library was established with a limited collection of books and was housed in a tiny room. Initially, it was managed by a single Lecturer in charge. Since 1985, the library has been exclusively supervised by the Library Assistant. Since 2005, the library has been managed by a College Librarian who is paid according to the UGC pay scale. The Librarian is supported by three staff members. The Library of Govt. Serchhip College is progressing towards its goals and adapting to the evolving and expanding information requirements of its users. The College has a distinct library building with a floor area of 2112 square feet, as per the demands of educational experts in the field. The library building was built with financial aid provided by the UGC under the IX Plan. Furthermore, it has undergone expansion and refurbishment during the XI Plan with support from the identical agency. The building is situated in a central location inside the Campus, making it conveniently

accessible from multiple directions. Furthermore, it has the capability to expand in both width and height, allowing for the inclusion of additional users and library resources in the future. The library volumes have been organized based on the Dewey Decimal Classification (DDC) 20th Edition and cataloged using the Anglo-American Cataloging Rules (AACR-II). The library offers a range of services to its members. The library offers the following services to its patrons who are members of the library:

1. Circulation service
2. Reference service
3. Reprographic service
4. Separate Reading circle for teachers and students.
5. Broadband Internet facilities for the users.
6. Online Public Access Catalogue (OPAC)

The College library has been digitized to keep up with the changing information environment and the rapid expansion of ICT in the field of library services, making library automation unavoidable. The library volumes and Library Cards have been digitized and labeled with barcodes using SOUL 2.0, a Library Management Software created by INFLIBNET, Ahmedabad. This has resulted in simplified day-to-day library transactions. A four-channel Closed Circuit Television (CCTV) system with night vision capabilities has been installed throughout the library to enhance security and monitor all areas, ensuring the protection of library records. The UGC-INFLIBNET N-LIST is a digital library consortium that provides access to a wide range of scholarly resources. As part of the UGC-INFLIBNET N-LIST Programme, the library has given all faculty members a Login ID to access e-books and e-journals without any charge.



Figure 3.6a. Government Serchhip college    Figure 3.6b. Principal Office



Figure 3.6c. Library Reading Room    Figure 3.6d. Library Periodical section



### 3.10 GOVERNMENT CHAMPHAI COLLEGE

#### 3.10.1 College Overview:

<b><i>Establishment</i></b>	1971	<b><i>No of Students</i></b>	740 (2023-2024)
<b><i>Streams</i></b>	Arts, Science, Commerce , and Computer Science	<b><i>Library total collection</i></b>	19404
<b><i>No of Faculty</i></b>	56 (2023-2024)	<b><i>Website:</i></b>	<a href="https://www.champhaicollege.edu.in/">https://www.champhaicollege.edu.in/</a>

In 1971, the benefactors of Champhai town and the villages around it created the college as a private institution. The founders of the college had the intention of providing a collegiate education to the kids of this remote highland tribal town that is located close to the international boundary between India and Myanmar. In the beginning, Champhai College was associated with Guwahati University. Three years later, in 1973, it became affiliated with North Eastern Hill University. On July 2, 2001, when Mizoram University was established in Aizawl, the affiliation was immediately transferred to Mizoram University. This occurred immediately after the university was established. Under the direction of the Mizoram government, the institution was designated as a deficit grants-in-aid college in the year 1978. In 1997, the institution began offering degree programs in the field of science. The pre-university course that was initially offered in 1995 has since been detached, and the institute currently solely offers courses relevant to undergraduate students. In 1987, the college was granted recognition from the UGC under Categories 2f and 12B. Additionally, the college has been granted a B++ accreditation of NAAC in 2015. The college provides a wide range of undergraduate and certificate programs in a

variety of fields of study. Currently, the college offers multiple courses viz. Arts, Science, Commerce, and Computer Application (BCA)

### **3.10.2. About Library**

The college library is located one storey below the main administration building. Open from 9 a.m. to 4 p.m. on all working days of the year, it is a spacious facility featuring a reading area. 19404 books, 697 reference books, and 7451 book titles are now available in the library's collection. Right now, the library also has subscriptions to three periodicals and five journals. The library has access to the UGC network resource center, the library has been using the SOUL 2.0 version of the ILMS application and has partially automated its operations. N-LIST, an online repository of e-resources managed by UGC INFLIBNET, is accessible to the college. This collection contains a significant number of e-journals from many academic disciplines.



Figure 3.7a. Govt. Champhai College



Figure 3.7b. Library stack area

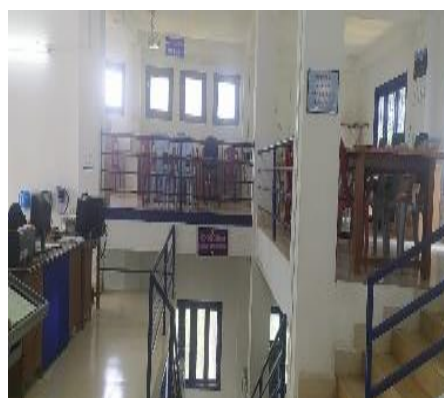


Figure 3.7c. Circulation Section

### 3.11 GOVERNMENT KHAWZAWL COLLEGE

#### 3.11.1 College Overview:

<b><i>Establishment</i></b>	04-03-1985	<b><i>No of Students</i></b>	88 (2023-2024)
<b><i>Streams</i></b>	Arts	<b><i>Library total collection</i></b>	6358
<b><i>No of Faculty</i></b>	24 (2023-2024)	<b><i>Website:</i></b>	<a href="https://www.gkzc.edu.in/">https://www.gkzc.edu.in/</a>

Govt. Khawzawl College, formerly known as Khawzawl College, was founded on March 4th, 1985 under the supervision of the Local Managing Board, consisting of only five teaching staff members. The college received temporary affiliation from NEHU, Shillong, Meghalaya on May 15, 1992, as stated in Letter No. CDC/A-75/99-1468 dated 15/5/1992. The affiliating university granted permission to hold Pre-University Examinations starting from 1993, as mentioned in Letter No. F.15-2/Ex/92/350 dated 31/11/1992. The College was officially designated as being in a state of deficit starting from April 1st, 1994, as stated in Government Letter No.B.16013/3/90-EDC/55. Recorded on July 22, 1994. In 1995, the Government of Mizoram granted provisional permission to this college to begin offering degree programs starting from the academic session of 1995-96. The disciplines that were approved for this program are English, Mizo, Political Science, History, Education, and Economics. This permission was granted through Letter No.B.16019/3/88-

EDC. On November 9th, 1995, after conducting an inspection of this college NEHU awarded provisional affiliation for degree classes, both in general and honor courses, to this college. This was confirmed in a letter with reference number DCD.A.78/95-96/1778, dated 16th July 1999. Following the establishment of Mizoram University by the enactment of Parliament Act No. 8 of 2000, and its commencement on July 2nd, 2001, all colleges in Mizoram, including Govt. Khawzawl College was permanently affiliated with Mizoram University after being moved from NEHU. This College was given Permanent Affiliation by Mizoram University, as stated in University Letter No. MZU/CDC/32/2002. On the 27th of July, 2006. The University Grants Commission (UGC) awarded the designation of 2(f) & 12(B) under the UGC Act of 1956, as stated in Letter No. F8-432/2005(CPP-1) dated 20th July 2007. The Government of Mizoram has officially taken control of this college, starting from the date of the issuance of this notification, as stated in Vide No. B16013/1/07-EDC. On October 11, 2007.

### **3.11.2 About Library**

The college's Multipurpose Hall cum Library building, with a floor size of 156.5 sqm., was erected in 2017. It is suitable for various events such as cultural and collegiate functions, orientation programs, seminars, and more. Additionally, it functions as an area for engaging in indoor activities such as badminton. The college library has implemented several measures to enhance its resources. Over the past five years, the library has acquired 1576 new books, increasing the total number of books to 6126. The total expenditure for these acquisitions amounted to 8.51 Lakhs. Once they have acquired N-LIST membership, the faculty members of the institution have begun making use of the resources made available through N-LIST. Students are issued a bar-coded library card to facilitate the borrowing and returning of books. The library has implemented some automation, with the introduction of the SOUL 2.0 version of the ILMS program in 2016.

. The institutional library committee comprises the Principal, the Librarian, and all heads of the academic departments. Its purpose is to oversee and ensure the expansion of the library. Students are issued a bar-coded library card for the purpose

of borrowing and returning books. Each student is allowed to borrow up to three books simultaneously for ten days. The library has implemented partial automation and has been utilizing the SOUL 2.0 version of the ILMS program since 2016.



Figure 3.8a. Govt. Khawzawl Colle



Figure 3.8b. Circulation Section



Figure3.8c. Library Reading area



Figure 3.8d. Library Stack area

### 3.12 GOVERNMENT SAITUAL COLLEGE

#### 3.12.1 College Overview:

<b><i>Establishment</i></b>	28-05-1984	<b><i>No of Students</i></b>	236 (2023-2024)
<b><i>Streams</i></b>	Arts	<b><i>Library total collection</i></b>	11388
<b><i>No of Faculty</i></b>	29 (2023-2024)	<b><i>Website:</i></b>	<a href="https://govtsaitualcollege.edu.in/">https://govtsaitualcollege.edu.in/</a>

Govt. Saitual College, which was founded in 1984, was elevated to the rank of a government grant-in-aid deficit institution on April 1, 1993. The government of Mizoram provincialized the college on 11th October 2007. Subsequently, it has been designated as Govt. Saitual College. The college is a co-educational institution that offers classes during the day from 9:40 AM to 4:20 PM. Govt. Saitual College is an undergraduate institution that offers a Bachelor of Arts degree. It is affiliated with Mizoram University and consists of seven academic departments. The College Campus has been constructed in an environmentally sustainable setting. The college is the sole institution offering degree programs in the outer Aizawl District of Mizoram state. The institution, situated on the northern outskirts of Saitual town, offers convenient access, a traffic-free environment, a pleasant atmosphere with an eco-friendly setting, and preserved plant and animal life. It is an optimal location for pursuing higher education. The college in Mizoram is ranked first in terms of sports facilities. These include a football/hockey ground that is suitable for track and field events, a tennis court, a double court for badminton, a standard basketball court with a fibreboard, a volleyball court, a table tennis court, a gymnasium, and a multipurpose hall for contact sports such as judo, boxing, and wrestling, have been finished and are currently being fully utilized.

### **3.12.2. About Library**

The College library building is constructed by the fund received from RUSA and the library building was shifted from the old building to the new building in the year 2024. The library provides a vital source of learning, it is the heart and treasure house of knowledge and information, and as such it is an essential part of the Institution. The effective functioning of the College Library is possible due to the Library Committee headed by the principal acting as the Chairperson and assisted by the Librarian as a secretary, and all HOD and IQAC co-ordinator as members. The library is partially automated by using SOUL 2.0 created and developed by INFLIBNET. The automated functioning of the library makes the transaction easier. Presently there are 3 staff in the library i.e. Librarian, Library Assistant and 4<sup>th</sup> Grade looking after the library.

The library collected 11,388 volumes, 1,100 reference and 1,265 titles (As on July, 2024) the library also subscribed 8 journals and 5 periodicals. There are systematic rules for borrow and return of books in Government Saitual College library. The number of books issued at a time for students is 3 books, for teaching faculty is 10 books. The loan periods for students are 15 days, for teaching faculty is 6 months. The college library has the membership of NLIST and. this library has no subscribed database except the database provide by N-LIST for the library users. The area of this library is about 3000 square feet. The reading room capacity of this library is for sitting approximately 80 readers at a time.





Figure 3.9a. Govt Saitual College



Figure 3.9b. Library building



Figure 3.9c. Library Periodical section



Figure 3.9d. Library reading room



### 3.13 GOVERNMENT KOLASIB COLLEGE

#### 3.13.1 College Overview:

<b><i>Establishment</i></b>	19-07-1978	<b><i>No of Students</i></b>	662 (2023-2024)
<b><i>Streams</i></b>	Arts, Science and Computer Science	<b><i>Library total collection</i></b>	10126
<b><i>No of Faculty</i></b>	53 (2023-2024)	<b><i>Website:</i></b>	<a href="https://govtkolasibcollege.edu.in/">https://govtkolasibcollege.edu.in/</a>

The lack of a Higher Education Institution in Kolasib District led to the establishment of Government Kolasib College. After completing their matriculation, a significant majority of rural tribal kids in northern Mizoram are unable to continue their studies due to the financial constraints faced by their families. This is primarily due to the high cost of studying in Aizawl or outside the state. This reality inspired a powerful longing, prompting the establishment of a college. The primary goal of Government Kolasib College is to offer high-quality higher education to the residents of Kolasib District and surrounding areas. Kolasib College was founded by a gathering of prominent local leaders on the 19th of July, 1978. Govt. Kolasib College is located in the central area of Kolasib town, specifically at College Veng, Kolasib. The campus spans an area of 41,422.533 square feet (equivalent to 25.59 bighas). It has convenient access to the main road and is surrounded by abundant greenery.

In 1979, the institution was initially associated with the North-Eastern Hill University (NEHU) till the Pre-University level. Soon after, it received recognition from the State Government. The individual obtained affiliation with the University up to the level of a Degree in 1982. In 1985, the State Government declared that Kolasib College had a deficit status. On January 31, 1992, the State Government

took control of Kolasib College in accordance with Provincialization Rules, resulting in its renaming as Government Kolasib College. The College is currently affiliated with Mizoram University (MZU) since its foundation in 2001. The UGC Act acknowledges its recognition under sections 2 (f) and 12 (B) by the UGC Act 1956. Kolasib College is a versatile institution that provides education in several disciplines such as arts, science, and computer science. The arts curriculum consists of eight topics, specifically English, Economics, Education, Geography, History, Mizo, Political Science, and Public Administration. There are four major disciplines in science: Botany, Chemistry, Mathematics, Physics, and Zoology. Computer science is offered as a Bachelor of Computer Application (BCA) degree. Furthermore, the IGNOU center offers distance-learning courses.

### **3.13.2 About Library**

The library is located on the lower level of the administrative building. The establishment features a generously sized reading area equipped with an ample quantity of tables and seats. The library computer is equipped with Soul 2.0 software, which facilitates the process of borrowing and returning books. Since its establishment in 1978, Govt. Kolasib College has been gathering a collection of rare books, manuscripts, and special reports. Efforts have been undertaken to safeguard rare publications, particularly those pertaining to local history and the history of the region. The library has undergone regular upgrades. Currently, it is equipped with automation, Wi-Fi capabilities, and enhanced security through CCTV. In addition, the library has obtained a subscription to INFLIBNET N-LIST, which grants access to electronic journals and books. Furthermore, students and professor are strongly urged to utilize the electronic resources made available through N-LIST. The library can be equipped with computerized systems that provide Internet access, reprographic services, and a book bank.

Following the college's accreditation, a computer set was promptly purchased in 2006 for the purpose of computerizing the library. However, additional steps were necessary to fully implement this, including sending the Library Assistant for training. Thus, in 2012, the library implemented partial computerization and

automation through the utilization of SOUL 2.0, a library management system software. Unfortunately, in February 2016, the Library experienced an intrusion and the software was stolen. As a result, the principal established a Library Committee. The Committee undertook tireless efforts to establish a standardized library. The library was relocated and inadequately placed in the basement of the Office building for enhanced security, as it is a reinforced concrete building. In August 2016, the software was purchased and reinstalled as the latest version, SOUL 2.0.7, due to its essential nature. This is currently in use. The library has not yet achieved full automation. Each Library cardholder is assigned a distinct identification number, and their personal information is stored. The collection of books in the library are cataloged and organized by department, which allows for convenient retrieval of any book. Payments are meticulously documented, including the dates and corresponding amounts. Detecting the failure to return books on the due date is a straightforward task. Library patrons can readily ascertain the number of books that have been loaned to them. Books are systematically organized and assigned unique barcodes, which greatly simplifies the process of borrowing and returning books. The library is located in the basement level of the administrative building. The establishment features a generously proportioned reading area equipped with an ample quantity of tables and seats. The library computer is equipped with Soul 2.0 software, which facilitates the process of borrowing and returning books.



Figure 3.10a. Govt Kolasib college



Figure 3.10b. College basketball court



Figure 3.10c. Library stack area



Figure 3.10d. Reading room

### 3.14. GOVERNMENT ZAWLNUAM COLLEGE

#### 3.14.1 College Overview:

<b><i>Establishment</i></b>	1986	<b><i>No of Students</i></b>	82
			(2023-2024)
<b><i>Streams</i></b>	Arts	<b><i>Library total collection</i></b>	6500
<b><i>No of Faculty</i></b>	20	<b><i>Website:</i></b>	<a href="https://gznc.edu.in/">https://gznc.edu.in/</a>
	(2023-2024)		

Government Zawlnuam College is the only institution of higher education in the North West corner of Mizoram bordering Tripura and Assam. Located in a tranquil area surrounded by a lush green landscape, the College was established in the year 1986. A place far distant from the state capital Aizawl, the founder of this college felt the necessity of an institution of higher education in this part of the state. Since then, this institution has remained a center of quality learning and academic exchange and already gained a reputation for academic excellence by gaining higher positions in academic matters among the colleges of Mizoram. The motto of the college is "Ever Progressing". Government Zawlnuam College is a college in Zawlnuam, Mamit

district of Mizoram. The college is affiliated to Mizoram University. The college's aim is to educate, enable, and empower young individuals, with a focus on promoting sustainable development in Mizoram, neighboring states, and the entire nation. The college's vision is to guide higher education in a way that not only focuses on preparing students for employment, but also cultivates intellectual growth, fosters awareness, and directs students towards a more fulfilling life while serving the society, state, and nation as a whole.

### **3.14.2 About Library**

It is the library's responsibility to serve as the central support system for the teaching and learning process for a variety of various stakeholders. This is accomplished by providing a wide variety of resources, such as books, reference books, and electronic resources. The library has made considerable achievements in a variety of areas since it was established. These advancements include, among other things, the enlargement of the building as well as the expansion of its collection of books. In addition to the many services that the library offers, the most significant ones are the collection of books and the circulation of those books. It is the responsibility of the Library Development Cell to address any problems that are connected to the library, and the Deputy Librarian is the person who serves as the chairman of this cell. The formulation of the rules and regulations that regulate the use of the library and the borrowing of books is under the purview of this particular cell. The Government Zawlunam College library began its operations in 1986, when the college first opened its doors. At that time, the library's collection consisted of just a restricted number of books. In order to ensure that the operations of the library are being developed in compliance with the guidelines that have been supplied by the UGC, the Library Committee was founded. Furthermore, the library is equipped with a separate library structure that has a total space of 1800 square meters. SOUL 2.0 has been deployed in order to accomplish the automation of the library, and the barcode system has been utilized in order to carry out transactions. The Integrated Library Management System (ILMS) that is deployed in the library is known by its abbreviation, SOUL, which stands for Software for University Libraries. As a result of the College Library in the institution having undergone some degree of

automation, it is now able to perform the essential activities that are required for the library's operations and services, thereby satisfying the requirements that are currently in place. The cataloguing process, which includes the production and maintenance of bibliographic and authority records, as well as the publication information and subject in the library catalog, is one of the areas that has been automated in the College Library. Other areas that have been automated include publishing information and subject. All of the volumes in the library have been arranged according to the Dewey Decimal Classification, which is a technical classification system. Following the classification of the books and their subsequent entry into the accession record, the subsequent step is to complete the data entry process using SOUL 2.0. The college library also performs circulation, which includes the transaction of library materials to library users, the renewal of books that have been borrowed, the checking in of materials that have been returned, the notification and search of books, and the issuance of library clearance to users who are leaving the college. All of these activities are performed by the college library. Despite the fact that we are suffering a shortage of resources, the Reprographic service is being provided at a price that is lower than the rate that is currently being charged in the market. Specifically, this is because there is an insufficient quantity of materials available. When it comes to the requirements that the student has for resources, it is of great aid.



Figure 3.11a. Govt Zawlnuam college



Figure 3.11b. Library reading room



Figure 3.11c. Library stack area



Figure 3.11d. Library building

### 3.15 GOVERNMENT MAMIT COLLEGE

#### 3.15.1 College Overview:

<b><i>Establishment</i></b>	01-04-1983	<b><i>No of Students</i></b>	133 (2023-2024)
<b><i>Streams</i></b>	Arts	<b><i>Library total collection</i></b>	9000
<b><i>No of Faculty</i></b>	30 (2023-2024)	<b><i>Website:</i></b>	<a href="https://mamitcollege.edu.in/">https://mamitcollege.edu.in/</a>

The Government Mamit College is situated in the central area of Mamit Town, which serves as the administrative center of Mamit District in the western region of Mizoram. The town has borders with the states of Assam and Tripura, as well as the neighboring country Bangladesh. The distance between it and Aizawl, the capital of

Mizoram, is 96 kilometers. Due to its central location in Mamit District, the college is conveniently accessible to the public and offers a pleasant environment for higher education. The Government Mamit College was founded with the support of local enthusiasts, including community leaders, Village Council members, and educated individuals who want access to higher education. The establishment of the institution took place on April 1st, 1983, under the supervision of the former Sub-Divisional Officer (Civil), Mr. R. Selthuama, with just a small number of students. The establishment of the College was aimed at attaining exceptional standards in higher education, particularly for the underprivileged and marginalized residents of western Mizoram. Subsequently, the college has experienced an increase in both its physical dimensions and the number of students enrolled. Initially, the College operated under the administration of the Governing Body as a completely private institution. In 1990, the Mizoram Government authorized the opening of the institution, which promptly sought affiliation with the North Eastern University (NEHU) in Shillong. Initially, the college was associated with NEHU, Shillong. In addition, the University authorized the establishment of the Centre for Pre-University (P.U). (Arts) starting from 1992. The College was elevated to the Deficit Grants-in-Aid level by the Government of Mizoram on 1st April 1993, as stated in Letter No. B.17013/1/92-EDC, dated Aizawl the 23rd March 1993. The College received Permanent Affiliation from Mizoram University (MZU) on 1 July 2006, as stated in Letter No. MZU/CDC/32/2006, dated 10th November 2006. The college was officially incorporated into the provincial system on 11 October 2007 by the Government of Mizoram, as stated in letter no. B.16013/1/07-EDC, dated Aizawl, 11th October 2007. Currently, Mamit College is exclusively a government institution. The University Grants Commission (UGC), located in New Delhi, officially acknowledged and affiliated with Government Mamit College under Section 2(f) and 12(b) of the UGC Act 1956 in 2007. This recognition was granted through Letter No.F.8-434/2005 (CPP-I), and it took effect on May 9th, 2007.

The Mamit district is designated as a Schedule Tribe and Minority Concentration area. The region is populated by minority ethnic groups such as the Brus (Reangs) and Chakmas, while the majority of the population consists of the



Mizo. Due to its high concentration of minority populations, the Ministry of Minority Affairs has designated Mamit area as one of the 90 districts in India classified as a highly underdeveloped area. Similarly, the University Grants Commission (UGC), located in New Delhi, has also recognized Mamit District as one of the 374 Educationally Backward Districts (EBDs) in India. Therefore, the UGC once suggested that Government Mamit College be transformed into a MODEL COLLEGE, as it is located in one of the Educationally Backward Districts in India. The UGC has described the setting of Government Mamit College as "ideal," with a tiny grassy mound, green plantation, and a friendly ambiance. The serene atmosphere of the location is highly conducive to deep reflection and acquiring knowledge, whereas Mamit District is referred to as a "Tribal, Border, Hilly and Forested (TBHF) area".

### **3.15.2 About Library**

Ever since the college was established in 1983, the library of Government Mamit College has been operating with a limited number of books. A committee called the Library Committee was established with the purpose of overseeing the development activities of the library under the standards provided by the UGC. For the first time in Mizoram, Government Mamit College was the first college to install bookshelves at a location that makes the library more accessible to guests. Over 7,100 books from a variety of disciplines are part of the library's collection. In addition to providing clients with internet access and reprographic services, it subscribes to a variety of local newspapers and academic journals relevant to all departments. Ever since 2012, the library has been partially automated through the use of an Integrated Library Management System, this device comes with the SOUL 2.0 software installed. The National Digital Library provides access to electronic resources such as N- LIST provides several e-learning materials. The barcode system is utilized in the process of conducting transactions.



Figure 3.12a. Govt Mamit College

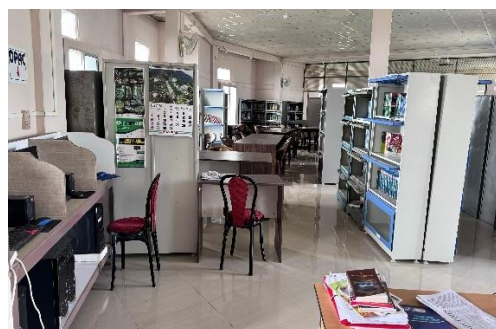


Figure 3.12b. Library Reading room



Figure 3.12c. Library Resource Centre

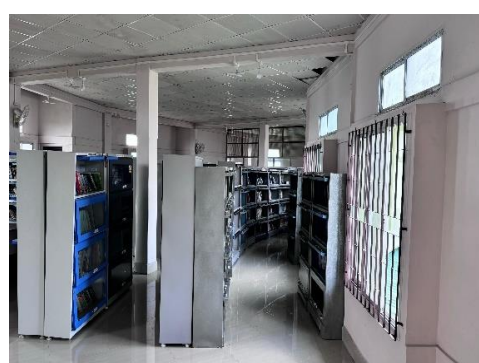


Figure 3.12d. Library stack area

## 3.16 GOVERNMENT AIZAWL NORTH COLLEGE

### 3.16.1 College Overview:

<b>Establishment</b>	1988	<b>No of Students</b>	1245
			(2023-2024)
<b>Streams</b>	Arts	<b>Library total collection</b>	13100
<b>No of Faculty</b>	38	<b>Website:</b>	<a href="https://ganc.mizoram.gov.in/">https://ganc.mizoram.gov.in/</a>
	(2023-2024)		

Government Aizawl North College was founded in 1988. The College is situated in the northern city of Aizawl. The college has a permanent affiliation with Mizoram University. The institution is situated in the northern metropolis of Aizawl, which is considered one of the most desirable areas in the city. It benefits from a temperate environment throughout the year. The college is well located near postal and transport amenities. It is an educational institution that provides training for young

people to prepare them for life and service. The school is open to both male and female students. The goal is to cultivate individuals with sophisticated moral qualities who contribute significantly to society and the nation, via education in an authentic educational environment. The main objective of the College is to offer education and create an academic environment that is favorable for young individuals to develop their understanding of genuine scholarship. It prioritizes academic excellence and strives to achieve high moral and intellectual stability. Its objective is to foster a cosmopolitan perspective and mindset that are essential for achieving integration, both at the national and individual levels. The College obtained provisional affiliation from North Eastern Hill University (NEHU) for the Pre-University (Arts) level on 4th October 1989 and for the Degree level on 17th February 1993. The College obtained permanent affiliation starting from 1st July 2006. The College was granted UGC Recognition under sections 2(f) and 12(b) on September 27, 2007.

### **3.16.2 About Library**

The library of Government Aizawl North College has been in operation since the college was founded. One notable aspect of the library is its use of the second edition of Software for University Libraries (SOUL 2.0). The INFLIBNET Centre has designed and developed a state-of-the-art comprehensive library management software specifically tailored to meet the requirements of colleges. The Library Committee was established under the framework of the Internal Quality Assurance Cell (IQAC). The library operates on weekdays from 9:00 AM to 5:00 PM. Library cards are issued to both students and faculty members. In order to stay up-to-date with current world advancements, the library maintains subscriptions to both local and national newspapers, publications, and journals. Under the RUSA initiative, each department has been allocated Rs 35,000 for the purchase of books. The library is equipped with computer centers that provide internet access and a photocopier/Xerox machine for the convenience of students. At the start of each semester, the IQAC and Library committee collaboratively develop the schedule (timetable) for the core students in a one-hour session. The session consists of a presentation, followed by a period of questions and discussion. The Librarian delivered a presentation about the

library's facilities, materials, and helpdesk services. Annually, the training plan is designed to foster interactivity between the organizers and students. The IQAC and Library committee have mandated compulsory attendance for students in this curriculum. The college library, also known as the computer centre, is equipped with a total of 12 computers and offers wi-fi internet connectivity for the students. Wi-Fi has a beneficial influence on the process of acquiring knowledge. The college library has been equipped with three internet connections provided by NIC, Aizawl starting February 14, 2013. The college library is included in the N-LIST, which is financed by the Ministry of Human Resources Development (MHRD), Government of India, through the INFLIBNET centre in Ahmadabad. With this, the library is gaining access to electronic resources. This program grants students access to a variety of electronic journals and eBooks.

In order to fulfill the requirements of students and professors in response to the introduction of a new curriculum by the University, numerous additional books were procured periodically. Students receive clear and fundamental instructions on how to handle and use different ICT apps that are accessible in the library. A record of attendance has been kept for individuals who have visited the library. The Librarian presented awards to individuals who had the highest frequency of visits to the library. The college library has been successfully inaugurated to assist students with their academic needs. Students can fulfill their educational requirements by utilizing both printed and digital resources available at the library, thereby enhancing their knowledge. A collection of rare books is meticulously curated and stored in bookshelves for archival purposes.



Figure 3.13a. Govt Aizawl North College



Figure 3.13b. Library Reading room



Figure 3.13c. Library stack area



Figure 3.13d. Library stack area

### 3.17 GOVERNMENT ZIRTIRI RESIDENTIAL SCIENCE COLLEGE

#### 3,17.1 College Overview:

<b><i>Establishment</i></b>	2000	<b><i>No of Students</i></b>	861 (2023-2024)
<b><i>Streams</i></b>	Science, Home Science, and Computer Science	<b><i>Library total collection</i></b>	13316
<b><i>No of Faculty</i></b>	68 (2023-2024)	<b><i>Website:</i></b>	<a href="https://www.gzrsc.edu.in/">https://www.gzrsc.edu.in/</a>

Government Zirtiri Residential Science College was established as a science college in June 2000 through Government's order no 16019/4/2000-EDC dated 21.6.2000. This was achieved by merging the Home Science Department of Government Zirtiri Women's College with the Science Faculties from other government colleges in the state. The former Zirtiri Women's College was granted the 2(f) and 12(B) designations by UGC order No.F.-5/98 (CPP)-1) on 6th October 1999. The college has embraced this status, along with the college motto "Lighted to Lighten." The previous location of the Government Zirtiri Residential Science College was at Ramthar Veng, Aizawl. A suitable piece of land was designated for the building of a Permanent Campus at Durtlang along NH-54, as stated in the Government's order no DLL-2 of 2010. The construction of Academic Block 1 & 2, library, laboratory, and dorms for both male and female students has been successfully finished and settled in the year 2021 December. The College is a co-educational institute that offers undergraduate studies in three different streams: Science, Home Science, and Computer Science. There are a total of 11 Departments that provide 10 core and elective courses, specifically BCA, B.Sc (Home Science), and B.Sc (Physics, Mathematics, Chemistry, Botany, Zoology, Geology, Electronics, Biochemistry).The

Department of English is an autonomous department that has a permanent affiliation with Mizoram University. English is a mandatory course in all academic programs during the first and second semesters, but it does not lead to a distinct degree on its own. The Department of Electronics has received authorization to provide core courses, as stated in MZU letter No. MZU/CDC-3/9/20/2480 dated Aizawl, July 10th, 2020.

### **3.17.2 About Library**

The library service is essential for facilitating the teaching and learning process. Its objective is to deliver accurate information to the appropriate users promptly. Therefore, the library staff use their utmost endeavor to achieve the library's aim. The library is meticulously maintained and has a diverse collection of books, journals, magazines, and other periodicals. The open structure of the rooms provides students with convenient access to reading materials and is supported by the UGC Network resource center, which offers a broadband internet connection. The library also offers reprographic and lamination services at rates that are below the prevailing market rates. The implementation of library automation in the college library began in 2012 to provide users with efficient and effective information services. It also aimed to support library personnel in their daily tasks by simplifying operations and ensuring smooth and efficient services. The Integrated Library Management System (ILMS) utilized at our library is called SOUL (Software for University Libraries). The specific version we are currently employing to automate our library operations is SOUL 2.0. The college library was partially automated and effectively fulfills the necessary functions in library operations and services, meeting our contemporary needs.

### **3.17.3 LIBRARY SERVICES**

**Working hours:** The library operates on weekdays from 9:00 am to 4:00 p.m

**Library committee:** A library committee has been established by UGC regulations, with the principal serving as the chairman and the librarian as the assistant. The committee consists of a secretary and six members who represent the teaching staff, administrative staff, and students. The committee is responsible for procuring the

items and overseeing other operations related to the growth of the library, with the principal serving as the chairperson.

**Acquisition procedure:** Whenever funds are available, the department distributes them according to their needs. Each department is instructed to submit its requirements to the principal or library committee. If the committee deems the requests to be valid, they are then processed for purchase.

**Collection development:** As an ever-growing organization, the library is striving to expand and meet the needs of its intended consumers in order to acquire the appropriate information.

**Organization of books:** The Library resources are organized systematically. The Dewey decimal classification system (23rd edition) was used to classify all library books. The latest additions of books, journals, and newspapers are appropriately displayed

**Technical processing:** The library has classified all its books using the 23rd edition of the Dewey Decimal Classification (DDC). Once the books have been categorized, they are recorded in the accession register and then placed into the SOUL 2.0 system for data entry.

**Maintenance:** Books are stored in an open access format to facilitate readers in conveniently searching for the materials they need. Thorough and thorough dusting and cleaning are performed.

**Circulation service:** The library primarily provides a circulation service, which involves the process of charging and discharging materials using a standardized library card system. The circulation service utilizes the SOUL 2.0 software from the standard library. A library card is provided to both students and faculty members. Students are permitted to borrow up to 3 books for a duration of 15 days, while faculty members are allowed to borrow up to 10 volumes for the duration of one semester.

**Orientation program:** The Orientation program is scheduled at the commencement of the session for the incoming students.



**Reprographic service:** This library offers a crucial function. Due to inadequate supplies, the Reprographic service is offered at a discounted rate compared to the market rate, despite a paucity of labor. It greatly assists the student in obtaining necessary materials.

**Suggestion box:** In order to obtain feedback from the intended users, a suggestion box has been placed at the library door to ensure the provision of optimal services. This tool allows users to contribute their thoughts for the advancement of students.

**CCTV (Closed circuit television):** The library installed 7 channels of closed-circuit television (CCTV) to monitor and track the movements of library visitors, ensuring the safety of the facility.

**Documentation service:** University exam questions, syllabus, college magazines, selected subjects from newspapers, government gazette, and Statistical handbooks are systematically stored in case they are needed for exams or future research purposes. The journals' back volumes were meticulously bound and stored appropriately.

**Library automation.:** In May 2011, the college acquired library software SOUL2.0 from INFLIBNET, Ahmadabad, at a cost of Rs 30000/-. During that period, temporary technical assistants were hired specifically for the purpose of data entry. This program has been utilized to computerize and apply barcodes to all the library books and library cards. Therefore, the software has been implemented since January 2012 to facilitate circulation and the issuance of ID cards.

**UGC Network resource center:** The college library is supported by the UGC Network Resource Centre, which provides broadband internet access for users to freely obtain academic information online. This center is located within the library premises.

**OPAC (Online public access catalog):** The library implemented OPAC services in March 2021 to cater to the users' needs by providing easy access to essential information and saving readers' time.

**N-LIST:** As part of this program, all faculty and students have been given a Login ID and password that can be freely accessed by anybody. These resources encompass an enormous number of electronic journals, electronic books, and databases.

#### **3.17.4 Others services:**

1. Reference service
2. Maintaining visitor records.
3. Displaying new arrivals.
4. Current awareness service like displaying a content list of journals done.
5. Separate reading rooms for boys and girls.
6. Online public access catalog for the users.
7. Distributing the best user's award every year.
8. Reference Service



Figure 3.14a. Govt Zirtiri Res. Science College



Figure 3.14b. Library stack area



Figure 3.14c. Library stack area



Figure 3.14d. Reading room

### 3.18 GOVERNMENT J. THANKIMA COLLEGE

#### 3.18.1 College Overview:

<i>Establishment</i>	1992	<i>No of Students</i>	1083 (2023-2024)
<i>Streams</i>	Arts and Manageme nt	<i>Library total collection</i>	9700
<i>No of Faculty</i>	42 (2023-2024)	<i>Website:</i>	<a href="https://jtc.edu.in/">https://jtc.edu.in/</a>

J. Thankima College was founded in 1992 by the inhabitants of Bawngkawn, Aizawl in response to the increasing need for high-quality education and learning. The original campus was provided as a generous donation by a philanthropic entrepreneur named Mr. J. Thankima, and the financial requirements were fulfilled through contributions from the local community. As part of the policy of rationalization and standardization of higher education in Mizoram, the state government merged and upgraded two private colleges, J. Thankima College and Lalhmingthanga College, to a deficit status on November 11, 2002. The merged college was named 'J. Thankima College'. The College is located on three different campuses, the central Campus in the Brigade Area of Bawngkawn, the South Campus in Bawngkawn, and the north campus in Durtlang Mel 5. The college administration was relocated to the central campus on January 26, 2017. The central campus accommodates the administrative building, classrooms, and several other buildings and offices. The administrative building was built using the Non-Lapsable Central Pool of Resources program and was refurbished using the Rashtriya Uchchatar Shiksha Abhiyan scheme. The women's hostel on the south campus was built using money obtained from UGC, while the boy's hostel and indoor sports training facilities on the North Campus were established as part of UGC projects.

The college has obtained authorization to offer eight undergraduate programs in arts and management, which are affiliated with Mizoram University. The university is

eligible to receive financial help through different schemes offered by the University Grants Commission (UGC), such as RUSA 1.0 and RUSA 2.0. The college has been granted the privilege to offer a six-semester undergraduate arts course and has been connected with Mizoram University since 2007. In 2022, it received an 'A+' accreditation from NAAC, located in Bangalore. The registration of this entity took place on February 18, 2008, under section 2(f) and 12(B) of the UGC Act.

### **3.18.2 About library**

The library plays a crucial role in facilitating the teaching and learning process for different individuals involved, by offering a diverse range of resources including books, reference books, and electronic resources. The college library was founded in 1992 with inadequate facilities. Since its establishment, the library has made significant advancements in multiple areas, such as expanding the facility and augmenting its book collection. The library primarily provides services related to the distribution and acquisition of books. In 2012, the college acquired library software, specifically the SOUL 2.0 Version, from the INFILBNET Centre in Ahmedabad for a price of Rs. 30,000/-. The library has activated the OPAC (Online Public Access Catalogue) and designated barcode system to facilitate access to different types of books. The process of borrowing and returning books, documents, and other resources is facilitated by the student's library card, which is equipped with a barcode scanner. In order to provide security, protect against potential threats, and monitor the activities of library customers, closed-circuit television (CCTV) cameras were strategically placed throughout the library. Additionally, there is an installation of both a grievance box and a suggestion box. The library is also furnished with a UGC Network Resource Centre-Cum-Computer Centre, which students can utilize during their leisure time. Additionally, it is equipped with an N-LIST facility that allows users to access e-learning materials like as e-books, e-journals, Shodganga, and more. The College library also made available the previous year's question papers available to the students for simple access by uploading soft copies.



Figure 3.15a. Govt J Thankima College



Figure 3.15b. Reading room



Figure 3.15c. Library stack area



Figure 3.15d. Library stack area

### 3.19 PACHHUNGA UNIVERSITY COLLEGE

#### 3.19.1 College Overview:

<b><i>Establishment</i></b>	1958	<b><i>No of Students</i></b>	3140 (2023-2024)
<b><i>Streams</i></b>	Arts, Science, Commerce and Manageme nt	<b><i>Library total collection</i></b>	60644
<b><i>No of Faculty</i></b>	118 (2023-2024)	<b><i>Website:</i></b>	<a href="https://pucollege.edu.in/">https://pucollege.edu.in/</a>

Pachhunga University College (PUC) is a public institution located in Aizawl, Mizoram. It is the sole constituent college of Mizoram University, which is a central university founded through an Act of Parliament of India. Established in 1958 under the name Aijal College. The institution is named after Pachhunga, a prominent entrepreneur and politician, who provided the original funding for its establishment in 1962. It holds the distinction of being the oldest and largest college in Mizoram, both in terms of student enrollment and campus size. In 1965, the Assam Government took over the college and it was renamed as Pachhunga Memorial Government College (PMG). In 1977, the college underwent a name change and became known as Pachhunga College. On April 19, 1979, the North Eastern Hill University (NEHU) officially incorporated and elevated it to the status of its sole member college. Subsequently, the college was renamed Pachhunga University College (PUC), marking its fourth name change. In July 2001, the management of PUC was transferred to the newly established institution of Mizoram University.

The college first offered intermediate of arts courses, which are similar to higher secondary education. It eventually expanded its offerings to include bachelor's degrees in arts, commerce, and science. The establishment of master's

degree programs in Mizo, philosophy, and life sciences has made it the first postgraduate college in Mizoram. In 1979, the North Eastern Hill University incorporated it as its sole constituent college, thereby transforming it into a university college. The permanent campus, which has been in use since 1965, is located in College Veng, a neighborhood at the easternmost part of Aizawl. The 138-acre campus is the sole lush woodland reserve in Aizawl, and is commonly known as the "city's lungs." In recognition of its efforts in preserving forests, it was honored with the prestigious Indira Priyadarshini Vrikshamitra Awards in 1995. This national accolade is bestowed by the Ministry of Environment, Forest and Climate Change, Government of India, to commend outstanding and groundbreaking initiatives in afforestation and wasteland management. The college was awarded the Best College award by the Zoram Research Foundation in both 2004 and 2006, consecutively. From 2009 to 2013, the Department of Science and Technology of India granted the college a special scheme called the Fund for Improvement of Science and Technology Infrastructure (FIST). The Department of Biotechnology of India established the Institutional Biotech Hub in 2011, which was later upgraded to the Advanced Institutional Biotech Hub in 2017. In the same year, DBT implemented its Star College Scheme.

In 2022, Pachhunga University College received an A+ rating from NAAC during its 3rd Cycle of Assessment and Accreditation. The college has received several prestigious accolades, including being recognized as the only college in the state to receive the UGC College with Potential for Excellence award. It is also designated as a Mentor Institute under the UGC Paramarsh Scheme and is funded by the DBT Star College Scheme. Additionally, the college has obtained ISO certification in two Management systems. Furthermore, it is the sole college from Mizoram to be ranked in the 101 to 150 Rank Band under the NIRF Ranking System.

### **3.19.2 About Library**

The library was founded in 1961 with only two cupboards of volumes. The library has been relocated to a distinct two-story facility and is now known as Central Library due to the presence of other departmental libraries on the campus.

Regrettably, in 1981, as a result of insurgency, the library, which had been meticulously developed over a span of twenty years and included a collection of 25000 books, was completely destroyed by fire. The College Library underwent a revival in 1984-85, and since then, both its book collection and staff have been continuously expanding, as well as its physical infrastructure. The library building was disassembled in 2010 due to a natural tragedy and the need for expansion. It has been reconstructed with a well-designed architecture and has been fully operational since July 12, 2013. The new library is now furnished with furniture valued at Rs. 46,08,140/- (Rupees Forty-Six Lakhs Eight Thousand One Hundred and Forty Only). The library has become a focal point of interest for both students and teachers. It aims to progress by constructing a contemporary library that is fully equipped, user-friendly, and rich in resources. This will ensure that researchers from various universities may derive maximum benefit from it.

The design and planning of the new library building were based on the grant of Rs. 280 Lakhs from the 11th Plan Fund. The contracts were granted to NBCC Ltd., a government-owned enterprise under the Ministry of Urban Development in India. An administrative approval and expenditure sanction of Rs. 2,69,77,900/-, based on the Delhi Plinth Rate (DPAR 2007), was granted on 18th June, 2009. The library is mechanized using Soul 2.0, a software system developed by Infflibnet. The RFID Management System, provided by Rapid Radio, was installed in January 2020, resulting in a recent update. The implementation of this Management system has significantly reduced the risk of book loss by promptly identifying any books that have not been issued at the departure point. Additionally, it allows for self-issuing and self-returning with the use of a KIOSK.

### **3.19.3 LIBRARY SERVICES**

Open access to books.

Departmental Library.

UGC Career Guidance Library.

Reprographic Services.



OPAC (Open Public Access Catalogue)

Newspaper Clippings.

N-List, INFLIBNET.

Automated Library Services.

#### **3.19.4. LIBRARY LAYOUT**

##### **Ground Floor (Entry Level): 390.35 sqm**

Circulation Section

Reprographic Section

Technical section

Computer Room (Data Entry Room)

Science Section

Faculty Reading Room

3 Client Computer for accessing OPAC

Reading Hall for Students

Question Bank

##### **First Floor: 390.73 sqm**

Periodical Section

Reference Section

Art Section

General Section

Reading Hall

Question Bank

Magazine and News Paper Stand

**Basement Level: 155.52 sqm**

Bound Journals (Back Volumes)

Weed out old books

Toilet for Students

**Activities:**

The library also offers Wi-fi connectivity to students. Outside the library, bulletin boards are provided to offer Current Awareness Services (CAS) to users. These bulletin boards display recently acquired titles. An annual budget is created to allocate funds for the acquisition of books by the departments. Every department provides a catalogue of books to be acquired by the library. The college regularly extends invitations to book dealers to host book exhibitions on campus. The faculties have the authority to suggest the books that are displayed for future procurement by the college.



Figure 3.16a. Pachhunga University College    Figure 3.16b. Library building



Figure 3.16c. Stack area

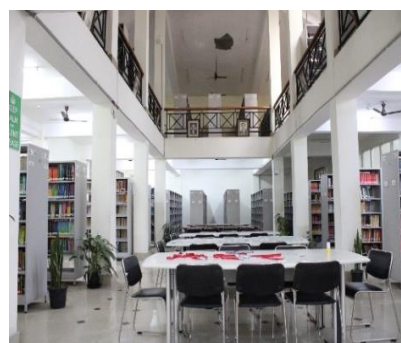


Figure 3.16d. Reading Hall

### 3.20 GOVERNMENT AIZAWL WEST COLLEGE.

#### 3.20.1 College Overview:

<b><i>Establishment</i></b>	02-05-1990	<b><i>No of Students</i></b>	909 (2023-2024)
<b><i>Streams</i></b>	Arts	<b><i>Library total collection</i></b>	14767
<b><i>No of Faculty</i></b>	41 (2023-2024)	<b><i>Website:</i></b>	<a href="https://gawc.edu.in">https://gawc.edu.in</a>

Government Aizawl West College was established on 2 May 1990 with a faculty of 7 lecturers and an initial enrollment of 150 students. Its main purpose was to provide college education in the evening to deserving students, particularly those who were unable to finance daytime college fees. The Government Aizawl West College commenced operations on May 2nd, 1990, under the leadership and guidance of Rev. Dr. L.N. Ralte, who served as the principal. The Government of Mizoram officially provincialized the college on October 11th, 2007. The College is comprised of three campuses: the Main Campus, which spans an area of 781.90 square meters, the Maumual Campus, which covers an area of 6626 square meters, and the Luangmual Campus, which consists of two sections measuring 4395.25 square meters and 5682.68 square meters, respectively. The government of Mizoram officially gave permission to open the college on October 14, 1995. The College initially became affiliated with North-Eastern Hill University for Pre-University (Arts) on March 9, 1992, and then for Degree (Arts) on June 9, 1994. The College's affiliation was moved to Mizoram University upon its foundation on July 2nd, 2001. The College received recognition from the University Grants Commission (UGC) on June 23, 2006, under provisions 2f and 12b of the UGC Act, 1956. From the very beginning, the vast majority of students enrolled in the College come from rural and peripheral places. In 2010, the state government allocated a new plot of land to the College. In 2021, the Government of Mizoram granted the College the right to use another plot of land for its expansion. As part of this expansion, the College has undertaken the

construction of a Students' Centre cum College Canteen. In addition to its eight standard undergraduate courses, the college began offering a postgraduate study in History starting in 2021. Four professors from the Department of Public Administration (1), Psychology (2), and History (1) have been awarded the position of PhD supervisor within the School of Social Sciences.

### **3.20.2 About Library**

The College Library plays a crucial role in facilitating the effective teaching-learning process and disseminating knowledge to different individuals involved. It offers a variety of educational resources, including books and reference books. Some examples of sources for information are academic journals, local newspapers, and electronic resources. The College Library was founded in 1993 with limited financial and infrastructural resources. The library has achieved significant advancements in its book collection, available resources, and everyday utilization by both students and faculty since its establishment. The library primarily provides services related to the distribution and retrieval of books. In 2012, the institution acquired a library program named SOUL Version 2.0 from INFLIBNET Centre, Ahmedabad, at a cost of Rs. 30,000/-. The software has been in continuous use since then. Specialized software called JAWS (Job access with speech) has been installed on the computers in the college library to aid visually impaired individuals in accessing different types of literature. To provide security, protect against potential threats, and monitor the activities of users, closed-circuit television (CCTV) cameras were strategically put throughout the library. The College has also installed a Grievances Box and Suggestion Box at various locations.

### **3.20.3 LIBRARY SERVICES**

**Back Volume:** The College library also preserves archived Journals, Magazines, Newspapers, and Question Papers in bound formats.

**Circulation Section:** This section encompasses the primary purpose or role of the library. The process of charging and discharging books is facilitated by utilizing an individual student's library card, which is equipped with a bar code. This is achieved through the implementation of the Library Automation Software (SOUL 2.0) system.

**Property Counter:** The property counter operates independently of a Cataloguing system and is located at the entry on an exposed shelf. Additionally, a registration for visitors is kept at the entry.

**Documentation Section:** The Documentation Section is responsible for maintaining significant papers of the College, such as University Exam Results, College successes, records of student's union, and other bodies. Additional papers such as the Right to Information Act (RTI), Statistical handbook, significant government gazette notifications, census records, and others are also stored.

**Classification system:** The College library uses the 19th Edition of the Dewey Decimal Classification Scheme to classify books. Books are organized based on their subject and stored on individual shelves in an open-access manner.

**Library Committee:** A Library Committee was established to enhance and advance the library. The Committee is responsible for supervising the library's requirements and assisting the librarian in enforcing the rules. In addition to its primary responsibilities, the library committee also fulfills other tasks, including the procurement of appropriate library furniture and equipment, establishing effective library regulations, and ensuring the availability of sufficient services. It also allocated funding for the acquisition of records, purchase of equipment, and maintenance of the building, among other things. The library committee convenes monthly sittings regularly.



Figure 3.17a. Govt Aizawl West College



Figure 3.17b. Library stack area



Figure 3.17c. Library stack area



Figure 3.17d. Reading room

## 3.21 GOVERNMENT T ROMANA COLLEGE

### 3.21.1 College Overview:

<b><i>Establishment</i></b>	1992	<b><i>No of Students</i></b>	1360 (2023-2024)
<b><i>Streams</i></b>	Arts	<b><i>Library total collection</i></b>	12894
<b><i>No of Faculty</i></b>	45 (2023-2024)	<b><i>Website:</i></b>	<a href="https://trcollege.edu.in/">https://trcollege.edu.in/</a>

Government T Romana College was established in 1992 as a private college, upgraded to grand-in-aid (deficit) status in 2003 and provincialized in 2008. The college was established to the demanded of many students who passed out the pre-university examination in Mizoram could not pursue further studies because the existing colleges in Aizawl at that time were unable to accommodate them all. To

solve this problem initiative was taken by the student body of the state and Mr. Biakthianghlina (presently Associate professor, dept of Mizo) to establish a new college that will cater to the needs of these students. Mr. T Romana was approached and generously donated a sum of One Lakh rupees and permitted the use of his private building for the establishment of the new college. Hence, on June 3, 1992, a new private college was established and named 'T. Romana College' after the name of its donor Mr. T Romana.

Mr. Remkunga was appointed as the first Principal, the college got the govt permission to start the pre-university course in 1993. In 1995, under Dr. JV Hluna as the principal the college got permission for a degree course in the subject, The college was granted affiliation by NEHU in 1995, and the college is now affiliated with the Mizoram University which came into being in 2001, It came under grant-in-aid scheme from 2002. In 2007 the college was accredited by C++ by NAAC and in the same year, it was granted permanent affiliation by the Mizoram University and recognized by UGC under the 2f and 12b provision of UGC Act. T Romana College got a 'B' Grade from NAAC in the 3rd Cycle Accreditation on 25th January 2021. T. Romana College still stands as an institution that happily accommodates economically and academically disadvantaged students, offers concession of fees to some, exempts others, and renders all possible help. Therefore, the College is often known as 'the College of Grace'.

### **3.21.2 About Library**

Govt. T. Romana College was established in the year 1992, the college library also shares the same year functions in a small room with very few collections. At first, the collections are mainly donations from the staff and donor families. However, year by year the college library sees tremendous growth and development both in the collection and materials. The college library has been shifted five times within the college campus which is mainly due to the development of college infrastructures. It is now located in a separate new building on the college's new campus at Republic Vengthlang, with a good environment and an ideal place for access. Starting with a

meager collection, now is in a position to cope with the advancement and development of ICT.

#### **The College Library maintains the following cells and sections**

**Readers Section:** The college library has a seating capacity of around 80 readers simultaneously.

**Periodicals Section:** The college library has a dedicated area specifically for publications. The subscription includes academic journals, magazines related to the subject, and daily newspapers.

**Back Volume:** The back issues of journals, magazines, newspapers, and question papers are preserved in bound formats.

**Circulation Section:** The automation of a computer utilizing the INFLIBNET library program 'SOUL 2.0' is used to charge and discharge books and documents.

**Property Counter:** The library property counter is located at the entryway on a visible shelf.

**Document Section:** The document area contains significant records such as University Exam Results, College Achievements, Records of Students' Unions, Statistical Handbook, Government Gazette Notifications, Census Records, and more. This department also houses and preserves rare books of all types.

**Visitor Register:** A visitor registration is located and maintained at the entrance of the library.

**Automation of Library:** The College library is computerized using the INFLIBNET library software 'SOUL' 2.0. It is utilized in activities such as circulation, stock verification, and OPAC search.

**Budget:** During the admission process, a fee of Rs 250/- is collected from each student for library fees. The management of the fund is efficient and it is utilized for the acquisition of books and other resources to enhance the development of the library.



**Classification System:** The College Library uses the 23rd Edition of the Dewey Decimal Classification Scheme (DDC) to categorize books. Books are classified based on their topic matter and stored on individual shelves in an open-access manner.

**Network Resource Centre:** A UGC-sponsored Network Resource Centre, consisting of four sets of computers, has been established at the library. The computers have access to a network that is easily available to both students and faculty members. A single System Administrator is responsible for overseeing the NRC.

**E-Resources:** The College Library has a subscription to the UGC's N-LIST facility. Each teaching faculty is assigned a unique ID to grant them access to the e-resources. The library provides access to this digital resource for student users.

**Library Committee:** A highly effective library committee is established to oversee the maintenance and advancement of the college library. The committee acts as an intermediary between the library's requirements and the Librarian, offering assistance in justifying significant choices that may affect the users. In addition, the library committee fulfills several roles such as supplying appropriate library furniture and equipment, establishing effective library regulations, ensuring sufficient library services, and allocating funding for the acquisition of materials, among other responsibilities. The committee meets monthly and also as needed.



Figure 3.18a. Govt T Romana College



Figure 3.18b. Library reading room



Figure 3.18c. Circulation section

### 3.22. GOVERNMENT JOHNSON COLLEGE

#### 3.22.1 College Overview:

<b><i>Establishment</i></b>	1992	<b><i>No of Students</i></b>	926 (2023-2024)
<b><i>Streams</i></b>	Arts	<b><i>Library total collection</i></b>	1643
<b><i>No of Faculty</i></b>	32 (2023-2024)	<b><i>Website:</i></b>	<a href="https://gjc.ac.in/">https://gjc.ac.in/</a>

Govt. Johnson College is a consolidated institution formed by the amalgamation of two private colleges: Bungkawn College, founded in 1992, and Khatla Arts and Commerce College, established in 1993. Initially, the two colleges relied solely on the financial support provided by the local leaders of the Bungkawn and Khatla communities, who were responsible for their establishment. The Commerce stream at Khatla Arts and Commerce College was terminated shortly after its establishment. In 2002, the Government of Mizoram implemented a new strategy that resulted in the amalgamation of the two colleges. The College was named in honor of the late P.P. John, a famous businessman and citizen of Khatla, who made a substantial donation of Rs. 12 lakhs for its creation. Currently, Govt. Johnson College provides undergraduate programs in six disciplines of Arts, namely English, Education, Economics, Mizo, Political Science, and History. The Institution is a constituent college of Mizoram University. Therefore, it has implemented the curriculum design and evaluation procedures of the Affiliating University. Hence, the Institution's involvement in this matter is restricted to only formulating and presenting recommendations to the relevant authority within the University. The College campus, measuring 0.725 Acres (equivalent to 2.41 bighas), was granted to the College by the Government of Mizoram on May 28, 2004. The campus is located in Shivaji Tillah in Aizawl. The College established its permanent campus on April 11th, 2005. The Institution has implemented the infrastructural master plan to the extent possible and feasible given its financial constraints in recent years. On July

1st, 2006, Mizoram University officially granted permanent affiliation to Johnson College, as shown in the letter with reference number MZU/CDC/32/2006 dated November 10th, 2006. Johnson College was officially registered on July 1, 2006, under sections 2(f) and 12(B) of the University Grants Commission (UGC) Act, 1956. (Referencing document number F. 8-410/2005 (CPP-I) dated 17th November 2006.) On October 11, 2007, the Government of Mizoram officially provincialized Johnson College and changed its name to Government Johnson College, as documented in the official record number B.16013/1/07-EDC.

### **3.22.2 About Library**

The primary objective of the library is to facilitate access to knowledge and information, making it one of the central hubs of knowledge within the college. The college library is situated within the primary administrative building of the college. According to the regulations set by the University Grants Commission (UGC), a library committee is established. The committee consists of the principal as the Chairman, the Deputy Librarian as the Secretary, one representative from each of the six departments as a committee member, and one representative from the account division. The Committee assumes full responsibility for the development of the library. In 2013, the College Library was computerized using SOUL 2.0. The task was initially accomplished with the assistance of a college-employed librarian expert. Up to this point, it has been operating smoothly and efficiently. The primary goal and aims of Johnson College Library are to foster and promote a culture of reading among students. (ii) The purpose is to offer facilities and support to students and professors, as well as gather necessary information and utilize it according to their requirements. (iii) Create a library that is both efficient and effective, capable of adapting to the ever-changing academic environment.

### **3.22.3 LIBRARY SERVICES**

**Library working hours:** The library operates on weekdays from 9:00 AM to 4:00 PM.

**Circulation Service:** The Circulation function is significant and essential provided by the library. Providing books to students and professors, accepting book returns, collecting penalties for overdue books, and protecting library books from being defaced or harmed.

**Reference Service:** A prominent service offered is the reference service. The primary function of the library is to provide guidance and support to users in locating precise and reliable sources, such as dictionaries, encyclopedias, handbooks, manuals, and other reference materials.

**Photocopying Service:** The photocopying and printing services are exclusively available to students and academic members for specific and urgent situations.

**Library Orientation:** An annual Library Orientation is held at the start of every academic year. The Orientation Programme provides students with all the necessary information to fully utilize the campus library.

**Question Bank facility:** The Question Bank Facility is available to both faculty and students. Previous questions are gathered and classified according to the subject. They are supplied to provide future reference.

**Acquisition Procedure:** The primary sources for book procurement are derived from student fees. Therefore, it sets aside a suitable budget to acquire materials that align with the course syllabi.

**CCTV (Closed Circuit Television):** Surveillance cameras have been implemented at the library to ensure safety.

**E-Resources:** The College subscribed to N-LIST in 2017



Figure 3.19a. Govt Johnson College Figure 3.64



Figure 3.19b. Reference section

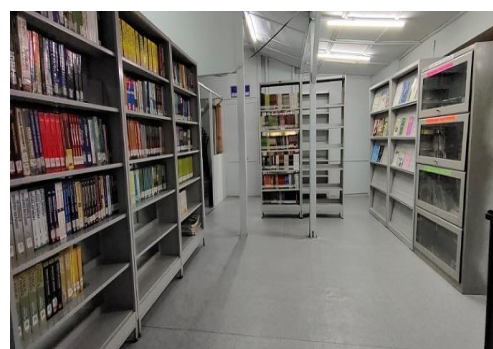


Figure 3.19c. Stack area

### 3.23. GOVERNMENT AIZAWL COLLEGE

#### 3.23.1 College Overview:

<b><i>Establishment</i></b>	1975	<b><i>No of Students</i></b>	1856
		(2023-2024)	
<b><i>Streams</i></b>	Arts and Commerce	<b><i>Library total collection</i></b>	16119
<b><i>No of Faculty</i></b>	56	<b><i>Website:</i></b>	<a href="https://gac.ac.in/">https://gac.ac.in/</a>
	(2023-2024)		

Aizawl College was founded in 1975 by a group of generous persons who gathered at the Office chamber of Dr. H. Thansanga, the Speaker of the Legislative Assembly at the time, on January 13, 1975. The college is conveniently situated in the heart of the scenic city of Aizawl, making it easily reachable for the general public. Aizawl

College, which was later renamed Government Aizawl College after being taken over by the State Government, was officially launched by Pu Ch. Chhunga, the inaugural Chief Minister of Mizoram. On the evening of August 25, 1975, classes commenced with a total of 350 Pre-University students and six Lecturers. On 1 November 1984, it was elevated to Deficit Grant-in-aid status and then transitioned into a government entity on 1 January 1989. The College received recognition under section 2(f) and section 12(B) of the UGC Act 1956 on 17 March 1987. It was subsequently taken over by the government of Mizoram on 1st January 1989.

The college first became associated with NEHU on July 15, 1975. However, when Mizoram University was created, it automatically became affiliated with Mizoram University on July 2, 2001. The college provides graduate degree programs in the fields of Arts and Commerce, encompassing eight departments within the Arts stream. Starting with the 2021-2022 session, the institution has been granted permission by Mizoram University to provide postgraduate courses in education. Both the Sikulpuikawn and Mualpui college campuses provide distinct advantages. The Sikulpuikawn campus is centrally situated, facilitating convenient accessibility for all individuals. The Mualpui campus has significant potential for further expansion because of its strategic location. The university provides a Bachelor's degree program in Hindi, making it one of the few colleges in the state that offer this program.

### **3.23.2 About the Library**

The college library is situated on the second level of the administrative college building at Mualpui, adjacent to the staircase on the right side. The collection comprises course study books, reference books, magazines, and other similar materials. Several journals, periodicals, and newspapers are subscribed to on a weekly, monthly, yearly, or quarterly basis. The college has a Library Committee overseen by the principal. The librarian serves as the coordinator. The Committee members consist of the Heads of Departments, the Head Assistant, and one student representative from the Students' Union. The implementation of Software Online University Library (SOUL) in 2005 marked the introduction of library automation. It

is connected to electronic resources through the National Mission on Education on ICT (NMEICT), which is funded by the Ministry of Human Resource Development (HRD). Surveillance cameras were placed in 2013 as a precautionary step for security purposes. The library is associated with INFLIBNET, which may be accessed at the website <https://nlist.inflibnet.ac.in>. All faculty and staff members possess login credentials, including unique IDs and passwords, which provide them access to the network's vast collection of electronic resources. In June 2016, the library obtained an electronic repository that connects various forms of cloud computing across worldwide networks and digital libraries. The e-repository link for the college is [gac-erepo.mizoram.gov.in](http://gac-erepo.mizoram.gov.in).

The library employs the 24th edition of the Dewey Decimal Classification, SOUL Version 3.0, to maintain technical control. It utilizes a Bar Code Scanner for circulation management and an Epson Color Printer for creating library cards. The Open Public Access Catalogue (OPAC) is available for users, and the library also includes a UGC Resources Centre. The institution also possesses an Institutional Repository (IR) that is hosted by the Government of Mizoram. The institution possesses a subscription for electronic resources such as E-journals, E-shodhsindhu, shodhganga E-books, databases, and the ability to access e-resources locally or remotely. Govt. Aizawl College is a member of N-LIST (INFLIBNET), an inter-autonomous university center located in Gandhinagar, Gujarat. The college has obtained membership by paying an annual fee of Rs. 5900/-. The N-LIST program includes an E-Journal portal that allows access to 6031 journal titles and 3135809 accessible E-Book titles from various publishers. Both students and staff members have access to the library's photocopying facilities. Students have access to a computer facility located in the computer resource center that is connected to the library. The library is equipped with a UGC resources Centre that can accommodate up to 24 individuals for internet browsing. As a security precaution, closed-circuit television cameras are installed on both floors of the library.





Figure 3.20a. Govt Aizawl College



Figure 3.20b. Circulation section

### 3.24 GOVERNMENT HRANGBANA COLLEGE

#### 3.24.1 College Overview:

<i>Establishment</i>	1980	<i>No of Students</i>	1857
		(2023-2024)	
<i>Streams</i>	Arts and Commerce	<i>Library total collection</i>	31886
<i>No of Faculty</i>	63	<i>Website:</i>	<a href="https://ghbc.edu.in/">https://ghbc.edu.in/</a>
	(2023-2024)		

The student enrollment at Pachhunga and Aizawl College witnessed significant growth. Due to the excessive number of people, it was thought imperative to create a new college in the capital town of Mizoram. The optimal site for this new institution was identified as the northern part of the city, ensuring the utmost convenience for the students. Pu F.Malsawma, who served as the Education Minister of Mizoram, advocated the establishment of an Ad-Hoc Managing Committee. The inaugural meeting of the committee was place at the residence of Pu Hrangbana on the 11th of July, 1980, at 6:00 P.M. Then, Hrangbana College was established in July 1980 in the center of Aizawl city. The name of the institution is derived from Mr. Hrangbana (L), a distinguished entrepreneur and innovative individual who thought that the state's economic progress is closely linked to the advancement of higher education. Mr. Hrangbana donated one lakh rupees to establish the institution from the beginning. The college was entirely privately funded. Since its establishment in 1980 with an initial enrollment of 305 students, the college has experienced significant

growth, reaching its peak enrollment at one point. With the guidance of distinguished scholars, administrators, and committed faculty, it has achieved a significant status within the academic community of Mizoram University. The college has expanded its departments from six to ten, presently consisting of two streams - Arts and Commerce. Since 2021, there has been an open PG course available in Commerce. The college received official acknowledgment from the government on November 6th, 1980. It was then elevated to Deficit Grant-in-Aid Status starting from September 1st, 1985, and finally designated as a Government College starting from April 1st, 2003. The college obtained permanent affiliation in 1995 and was included in the provisions of 2(f) and 12(b) of the UGC Act on 23rd February 1998.

### **3.24.2 About the Library**

A college is an esteemed academic institution that provides three-year degree programs. The library holds a prominent role at colleges and serves as a crucial and inseparable component of the educational curriculum. It is not just a place to store books, but a dynamic tool that facilitates the generation of new and innovative ideas. The objective of college education and college libraries are interconnected. The college library provides equal chances for self-education to deserving and interested students, without any discrimination. These libraries cultivate in every student a sense of accountability in the quest for knowledge. The college library encourages students to acquire, assess, and acknowledge information, as well as to acquaint themselves with the latest developments in knowledge for the purpose of higher education and exploring new fields of study. The College Library acts as the core of the institution, responsible for obtaining, organizing, safeguarding, and distributing information to the user community. The library offers a vast assortment of books and reference materials that cater to the academic and research requirements of both students and faculty. The Library and Information Centre comprises a Reference Section, Circulation Section, and Periodical Section. The library has implemented automation for all its operations in order to offer a comprehensive and efficient collection of academic materials, including books, journals, and online databases.

Implementing an Integrated Library Management System (ILMS) automates the library's operations, allowing the staff to effectively handle and arrange the library's collection. This simplifies the process for users to find and obtain books, journals, and other resources. The Government Hrangbana College Library is situated on the 5th and 6th floors of the Main College building. University Libraries Software (SOUL): SOUL is a comprehensive library administration program created by the INFLIBNET Centre. It is used for managing bibliographic formats, networking, and circulation protocols. Since 2005, the College library in Mizoram has been the pioneering user of SOUL software among all the Colleges in the state.

### **3.24.3 Nature of Work**

The objective is to enhance the usability of library facilities by implementing efficient and cutting-edge library software. To ensure the proper documentation and secure storage of all library books. To provide strategies for maximizing the allocation of library funds. To consistently enhance the caliber and quantity of reading materials and similar facilities.

To annually coordinate Orientation and Awareness programs among the students. To ensure that students visit the library regularly and utilize its resources effectively.

**Classification:** The classification of library books is based on the DDC 23rd edition, whereas computerized cataloging follows the AACR2 principles. The previous version of Soul, Soul 2.0, has been upgraded to Soul 3.0. This improvement will facilitate the circulation and record-keeping of books.

**UGC Network Resource Centre:** There are dedicated reading rooms available for students, as well as separate reading rooms for faculty members and research scholars. Students have access to computers with internet capabilities on all weekdays. The INFLIBNET N-List provides access to electronic resources and journals. The N-LIST project serves several academic fields and grants students, researchers, and faculty from colleges and other beneficiary institutions access to electronic resources. This access is facilitated through server(s) located in the INFLIBNET Centre. These resources are accessible in digital formats, granting

students and educators immediate availability to pertinent and up-to-date information. The extensive assortment of electronic resources comprises digital books, journals, and multimedia elements. It is possible to download a complete collection of e-journals, consisting of 6293 titles, as well as 1,95,809 titles of e-books. Currently, there are 59 teaching staff members who are actively using the system, and there are also some students who have enrolled as members.

**Stallion RFID:** The library is equipped with Stallion RFID technology, which is compatible with super high-frequency anti-theft detection of books, for enhanced security. A portable book locator for stock-taking and inventory devices has also been installed.

**EKC cum Library:** Each student is assigned a single room that is exclusively reserved for visually impaired and differently-abled kids. This room functions as both a rest area and a reading space. Mr. Ricky Zothanmawia, who is visually impaired himself, has generously given a comprehensive collection of 125 volumes of the Oxford Braille Dictionary to benefit our visually impaired pupils. The books he contributed are stored in this room.

**Opening Hours:** The library is open from 9:00 am to 5:00 pm on all working days.

**Visitors' register:** The register is diligently maintained, requiring all visitors, including both staff and students, to record their names.

**Extension Service:** In order to encourage the most effective utilization of the library, various events and activities, such as book fairs and workshops, are arranged. These activities foster a dynamic and invigorating atmosphere in the library, which in turn motivates professors and students to fully utilize its resources and facilities.

**Under Smart City Project:** As part of the smart city initiative, a section of the library has been enhanced to become a Library Smart Room. This room is now equipped with amenities like as air conditioning, two sets of computers, a 3 Kva UPS, an internet router, and more.



Figure 3.21a. Govt Hrangbana College

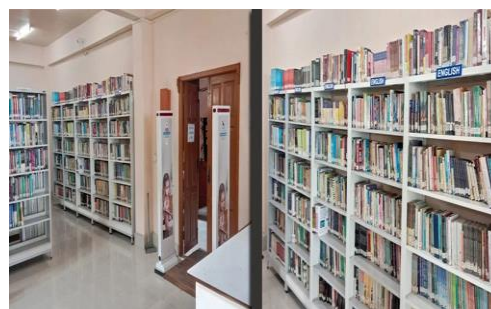


Figure 3.21b. Stack area



Figure 3.21c. Stack area

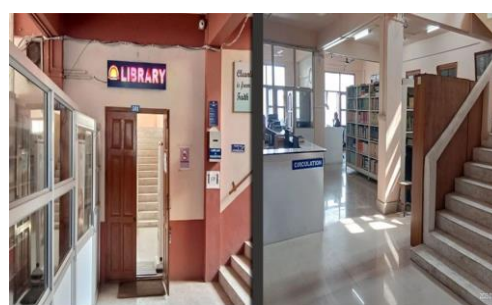


Figure 3.21d. Library building

### 3.25 LUNGLEI GOVERNMENT COLLEGE.

#### 3.25.1 College Overview:

<i>Establishment</i>	1964	<i>No of Students</i>	1100 (2023-2024)
<i>Streams</i>	Arts and Science	<i>Library total collection</i>	20562
<i>No of Faculty</i>	70 (2023-2024)	<i>Website:</i>	<a href="https://lgc.ac.in/">https://lgc.ac.in/</a>

Lunglei Government College, a prestigious higher education school in Mizoram, was founded in 1964 under the name Lunglei College by a collective of philanthropists and prominent individuals. Its primary objective was to meet the demand for advanced education in the state. Lunglei College holds the distinction of being the inaugural college in the southern region of Mizoram and the second in the entire state. In 1976, the government of Mizoram provincialized it, resulting in its

transformation into Lunglei Government College. Lunglei Government College is situated in the town of Lunglei, which has an estimated population of 2024 is 80,000. The campus encompasses a land area of roughly 9.9 acres, located in the central section of the town under land lease No. DLP 25 of 1998. The College is the largest in the community and received a B++ rating from NAAC in 2017.

The college is located in the center of the scenic town of Lunglei and is conveniently accessible from all areas of the town. After its establishment, the college first became affiliated with Guwahati University, which was then transferred to NEHU in 1973. The permanent affiliation of the college to NEHU since 1987 was transferred to Mizoram University in 2001, the year the university was established. The college offers two streams: Arts and Science. The Arts stream consists of eight departments, including English, Mizo, Education, History, Economics, Political Science, Philosophy, and Geography. The science stream offers six departments: Physics, Chemistry, Mathematics, Botany, Zoology, and Geology.

### **3.25.1 About Library**

Lunglei Government College is the oldest college in Mizoram and the biggest library in Lunglei District Colleges covering 4000sqf. with 100 seating capacity. Separate Library building was constructed at the cost of Rs. 100 lakhs fund received under RUSA-02. Vertical extension of library building was also constructed from fund received from SEDP at the cost of 31 lakhs. The building was inaugurated by R. Lalthangliana Hon'ble Minister, H&TE on 15th March 2021. The building was constructed by Skyridge Construction & Consultancy Firm. The library is now purposefully utilized under CCTV surveillance.

All the documents are classified by using the 23<sup>rd</sup> edition DDC Classification scheme. E- E-resources play an important role in the library, Lunglei Government College is also provided E-Resources for its users. The UGC- NRC is equipped with seven computer systems, one printer, and internet connectivity with a bandwidth speed of 2mbps. The library provided N-LIST e-journal accessibility with free download. To measure security and safety the library also installed three CCTV camera surveillance. Every year library orientation program is conducted for newly

admitted students to get to know the functioning of the library and its rules and regulations. To familiarize the users with the environment of the library and to know themselves and acquainted with the environment, its collection, and their physical location.

There is proper functioning of the library committee to provide general direction, academic support, and guidance of library. The library committee decides on matters of current operations and strategies. The role of the committee includes rectifying the policies of the library with respect to the procurement of books, journals, e-resources, etc. The composition of the library committee Principal (Chairman) Librarian (Ex-Officio Secretary) Vice- Principal and Representative of every department nominated by the principal.

For the book selection procedure, the department concerned prepares the list of its requirements in a departmental meeting, and the list and expected costs are communicated to the principal. The principal holds the meeting of the purchase board to deliberate on the list of requirements and availability of funds. The concerned department and library committee communicated of their decision and asked to initiate the purchase process. The department concerned and the library committee decide where to place an order, once decided the library committee places the order with the book supplier and publisher. When the books arrive the same is verified by the librarian and the same is communicated to the principal. All the payments were made by the principal who called the meeting of the purchase board and apprised them of the progress. The librarian keeps the records of all the books, journals, magazine, etc. and also performs the technical classification of all materials. There are six major services provided in the library namely:

**Circulation Service:** The library is fully automated by using the latest version of SOUL 2.0. The main characteristic and nature of circulation service in the library is the issue and return of books. This circulation desk service is the main user's service point. In this service students can borrow 4 books at a time and faculty are given a privilege to borrow 10 books at a time.

**Reference Service:** Library reference service is one of the essential services in the library. Reference collections like Books and student project works, and dictionaries are made available for reference only and also the library has little collection of certain information, such as Dictionaries, Encyclopedia, yearbooks, etc.

**Reprographic Service:** Reprographic service is also another important service in the library, the library provides photocopy facilities for its users at a cheaper rate.

**New Arrival Displays:** One of the services provided by the library is a display of new arrival books/ journals etc. for the library users so that they may be aware of the new arrivals.

**Internet Service:** The library provides internet facilities to its users; this is one of the most significant services rendered to library users where they can access a large number of databases instantly.

**Suggestion box:** The grievance box and suggestion box are also installed in the library.



Figure 3.22a. Lunglei Govt College



Figure 3.22b. Library building



Figure 3.22c. Stack area



Figure 3.22d. Circulation section



### 3.26. GOVERNMENT J. BUANA COLLEGE

#### 3.26.1 College Overview:

<b><i>Establishment</i></b>	1984	<b><i>No of Students</i></b>	523 (2023-2024)
<b><i>Streams</i></b>	Arts and Commerce	<b><i>Library total collection</i></b>	8525
<b><i>No of Faculty</i></b>	39 (2023-2024)	<b><i>Website:</i></b>	<a href="https://jbc.edu.in/">https://jbc.edu.in/</a>

Lunglei Night College was founded in 1983 through a gathering of influential individuals from Lunglei town, led by Pu V.Thangzama, who was the Deputy Commissioner of Lunglei District at the time. The primary objective of founding the institution was to offer tertiary education to young individuals who were employed in other places and to the economically disadvantaged segments of society who were unable to afford to attend a Day institution. The institution was subsequently managed through the acquisition of finances obtained from public donations, the organization of charitable events, and the collection of student fees. In 1987, the college's name was modified to J. Buana College in honor of Shri J. Buana, a recipient of the Padma Shree award for his contributions to social work. Shri J. Buana generously gave a substantial sum of two lakhs rupees to the college.

In 1991, the College's financial situation was changed to a deficit position. Then, on October 11th, 2007, the Government of Mizoram took control of the College and made it a provincial institution. In 2007, the government officially changed the name of the college to Government J. Buana College, as they had previously announced. The college has a permanent affiliation with Mizoram University, as stated in order No. MZU/CDC/32/2002 dated 27th July 2006. Additionally, it is recognized under sections 2(f) and 12(b) of the University Grants Commission. The college is a co-educational institution that provides undergraduate education and offers two distinct graduate programs in Arts and Commerce. The college provides a selection of 8 core subjects in the Arts field and 1 core subject in

Commerce. The institution possesses sufficient infrastructure and procedural assistance to facilitate the effective implementation of the curriculum. Over the years, it has successfully produced graduates who have made noteworthy contributions to their local community.

### **3.26.2 About Library**

The college library is located on the third floor of the administrative building. The floor has three rooms, which contain the book stack, circulating area, reading room, reference section, and UGC-Network Resource Centre. The Library Advisory Committee, led by the Principal and the Librarian, consists of 10 members who are representatives from each department. The library used the DDC classification method to classify all documents, and it also utilized the SOUL 2.0 database for partial automation. An annual Library Orientation event is held to familiarize individuals with the library's rules and regulations, as well as to provide guidance on locating documents and accessing all available resources. The library offers a designated area for patrons to read, equipped with 50 seats. The college library provides access to UGC-NRC for perusing electronic materials. Additionally, freshly installed CCTVs enhance the security and safety measures in the library.

The library's collection has been enhanced with electronic resources made available by the INFLIBNET center. As a result, the college community now has access to an extra 6000 electronic journals and 3106000 electronic volumes through the N-LIST. The library provides Wi-fi access for the convenience of both students and academic personnel. The system is equipped with a 25 KV generator for a reliable and continuous power source. The system utilizes an automated circulation mechanism that employs bar code technology. The books in the library are equipped with barcodes to facilitate automatic circulation. Staff and students are handed bar-coded library membership cards. The library is accessible to both staff and students during the hours of 9 a.m. to 5 p.m. on all weekdays. The library offers reprography, printing, and lamination services to facilitate the ability of staff and students to laminate, print, or make photocopies of vital documents. The facility also has an e-resource area furnished with many computers that allow both staff and students to

access electronic books and periodicals. Each department has its library, separate from the main library. This department library contains books that have been purchased or contributed by teachers, alumni, and well-wishers. The department keeps a record book to keep track of these volumes.

Additionally, there is a Library Committee that convenes periodic meetings to ensure the efficient operation of the college library. The committee is led by the principal and consists of 9 representatives from each department. The Sub-Committee's responsibility is to fully equip and furnish the college library in every feasible way, so that both students and staff may make the most of its resources.



Figure 3.23a. Govt J Buana College



Figure 3.23b. Library Stack area



Figure 3.23c. Reading area

### 3.27. GOVERNMENT HNAHTHIAL COLLEGE

#### 3.27.1 College Overview:

<i>Establishment</i>	20-07-1979	<i>No of Students</i>	142 (2023-2024)
<i>Streams</i>	Arts	<i>Library total collection</i>	8958
<i>No of Faculty</i>	27 (2023-2024)	<i>Website:</i>	<a href="https://hnahtialcollege.edu.in/">https://hnahtialcollege.edu.in/</a>

Government Hnahtial College is situated in the southern part of Mizoram. The town is located 200 kilometers away from Aizawl and 65 kilometers away from the District Headquarters Lunglei. The institution was established in 1979 due to the lack of Higher Education in Hnahtial. The institution is situated at the northernmost point of Hnahtial Town, on a picturesque hillside adorned with a diverse range of perennial fruit-bearing trees, blooming plants, and bamboo. The college established by the Hnahtial community primarily seeks to address the educational requirements of the rural underprivileged who lack the means to send their children elsewhere for higher education, as well as those working individuals who are unable to attend college as full-time students. The college's objective is to offer students a high-quality education that fosters innovation, creativity, self-reliance, practicality, and usefulness.

Nevertheless, with the support of the Government of Mizoram, the institution was established into the provincial system in 1981 and subsequently transformed into a fully established college affiliated with Mizoram University. The Government of Mizoram granted permission to the college to commence classes up to the pre-university level on 10th August 1981. Subsequently, on 1st July 1988, the college was upgraded to the position of deficit-in-aid. The North Eastern Hill University was given affiliation for Pre-University and Degree Courses on November 19, 1982 and March 6, 1987, respectively. The college was awarded permanent affiliation in 2005

and was also acknowledged by the UGC on November 17, 2006, under sections 2(f) and 12(b) of the UGC Act.

Presently, the College provides three-year Degree programs in seven subjects, including Mizo, History, Political Science, Education, Geography, English, and Economics. The college has an exceptional environmentally sustainable campus that is free of all forms of pollutants such as noise, smoke, and plastic materials. By implementing effective maintenance and enhancing infrastructures, we can ensure that students and staff have access to the necessary resources and facilities for both academic and co-curricular activities. Each year, there is a noticeable development in the academic achievements of students.

### **3.27.2 About Library**

The library at Govt. Hnahthial College plays a crucial role in facilitating the teaching-learning process by offering timely and accurate information to its users. The library serves as the central and essential component of every institution, functioning as a repository of knowledge. The College Library was founded in 1982 with a limited number of book collections donated by individuals who were interested in supporting the cause. The library has made significant advancements since its establishment. RUSA supported the construction of a distinct library and a dedicated library building in 2020. The library primarily provides the service of book circulation. In December 2010, the college acquired the library software SOUL2.0 from INFLIBNET, Ahmadabad, at a cost of Rs 30000/-. During that period, temporary Technical Assistants were hired specifically for the purpose of data entry. Because of the limited and distant power supply, the software can only be used starting in July 2019 for circulation, ID cards, stock verification, online public Access Catalogue (OPAC) search, and Bar-coding. The system of standard Library Cards is used for both charging and discharging books and documents. The library is equipped with a complimentary Wi-Fi service, allowing users to access the internet for academic purposes. Surveillance cameras were put in the library to monitor the activities of the users and enhance safety and security protocols. The library is highly

beneficial to students, teachers, and staff. Additionally, the site is frequented by several external visitors who utilize its resources.

The DDC Classification method was utilized to classify all of the books. The library committee was duly established and regularly held meetings under the leadership of the principal. The library provides a suggestion/complaint box for users to express their feedback and concerns. The library maintains a visitor register where all library customers are required to submit their name and designation when visiting the library. One notable activity in the library is the annual distribution of the 'Best User Award' to both professors and students. This award is intended to incentivize and ignite the users, and it is bestowed upon those who visit the library most frequently. The Hnahthial Government College library offers the following services. The library reference service is crucial and essential provided by the library. Reference collections, such as textbooks and student project works, are accessible solely for reference purposes. Additionally, the college library houses a limited assortment of informational resources, including dictionaries, Encyclopaedia Britannica, and yearbooks. A question bank is available for students and teachers to utilize for their future needs. The reprographic service is a significant service in the library that plays a crucial role in transmitting knowledge through library resources and services. The library offers photocopy services to students, staff, and teachers at a reduced cost.

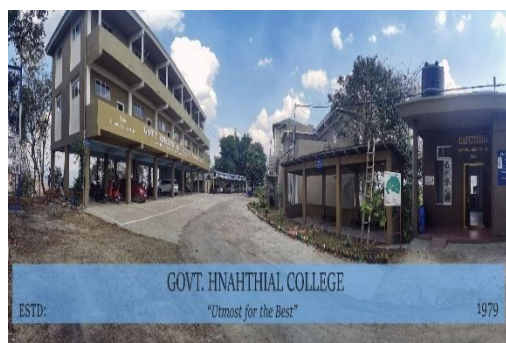


Figure 3.24a. Govt Hnahthial College



Figure 3.24b. Library

### 3.28. HIGHER AND TECHNICAL INSTITUTE MIZORAM (HATIM)

#### 3.28.1 College Overview:

<b>Establishment</b>	21-06-2007	<b>No of Students</b>	370 (2023-2024)
<b>Streams</b>	Arts, Commerce, Computer Science, and Social Work	<b>Library total collection</b>	11200
<b>No of Faculty</b>	44 (2023-2024)	<b>Website:</b>	<a href="https://hatim.ac.in/">https://hatim.ac.in/</a>

The institution known as "Higher and Technical Institute, Mizoram (HATIM)" was established on June 21, 2007, and officially inaugurated on January 24, 2007, under the patronage of the Baptist Church of Mizoram, Serkawn, Lunglei. The institution's campus is a lovely green 30-acre plot of land with the basic infrastructure required for an emerging college like HATIM. The college provides eight courses: BCA, B. Com, BSW, English, Philosophy, History, Psychology, and Education. The college is committed to its students' total development through a comprehensive approach that includes intellectual, physical, cultural, and interpersonal aspects. By the institution's Mission and Vision, the college actively participates in community outreach activities through extension programs, while maintaining a welcoming academic environment on campus and fostering educational quality.

The Institute is permanently affiliated with Mizoram University under College Resolution No.EC:39:5(25)/(b) File No. MZU/CDC/1/28/14/1059. Dated July 23rd, 2014. The institute has been added to the list of colleges under Section 2(f) and 12(B) Categories of the UGC Act, 1956, as confirmed by the UGC in Letter No. F. No. 8-610/2014 (CPP-I/C) dated August 17, 2016.

The college has also recently achieved a significant milestone by completing the NAAC Assessment and Accreditation (First Cycle) and earning a Grade B+ (2.68 CGPA) on December 20, 2024. This accomplishment makes HATIM the first private and self-financed college in Mizoram to attain NAAC accreditation, a noteworthy achievement for the institution.

### **3.28.2 About Library**

HATIM library was established in 2007 since its inception, they have started with a very humble beginning with only the collection of 120 books. But the library is a growing organism it keeps on growing day by day, Presently the library occupies the administration building's ground floor with an area of 3150Sq.Ft. HATIM Library used SOUL (Software of University Library) for Library automation since 2014. Software for Universities Libraries (SOUL) is a state-of-the-art integrated library management software designed and developed by the INFLIBNET center based on the requirements of college and university libraries. It is a user-friendly software developed to work in client server environment. HATIM library also used version 2.0 as a major feature and functionality of the library. Presently, the library has a total collection of 11321, out of which, 214 References, 784 General, and 244 Bound volumes the library also subscribed to 16 Peer-Review Journal, 5 subject-oriented magazines, and 4 Daily newspapers including 2 National Newspaper. All the documents are classified by using the 23<sup>rd</sup> edition of DDC. The library made a provision for a faculty/staff lounge with a seating capacity of 6 furnished with sofa chairs. In the library reading room, the library provided 70 (seventy) seating capacity for its users.

The student orientation program is one of the activities in HATIM Library. Every year this program is conducted for newly admitted students to get to know more about the library rules and regulation, to familiarize the users with the environment of the library. With this program, the new students became acquainted with the environment of the library, its collection, and the physical location of books. Libraries are a vital asset to any institution, and safety, and security are also another



facility in the library. The HATIM library also provides CCTV surveillance security cameras for the sake of security and safety.

The following are the services provided by the library.

### **Circulation Service**

The charging and discharge of books is the primary feature and nature of the HATIM Library's circulation service. The primary point of service for users is this circulation service. Students using this service can check out up to five books at a time for fifteen days. Late book submissions will result in a fine of Re. 1/-per book per day. Teachers can check out up to ten books at a time for 30 days, and they will be assessed the same late fees as students.

### **Reprographics Service**

The reprographic service provided by HATIM Libraries is essential to the dissemination of information through its resources and services. The reprographic unit's primary task is photocopying the information. The library offers photocopying, binding, printing, and scanning services. At a discounted rate, photocopying and printing expenses are deducted from the accounts of academics, staff, and students.

### **Reference Service**

One of the important services offered by the library is the reference service. Reference materials such as books and student projects are only available for reference, and the HATIM library has a small collection of encyclopedias, yearbooks, encyclopedias, and other valuable information.

### **Special Collection Service**

The HATIM library recently unveiled a special collection that includes specialized documents that are gathered for students who wish to venture out into the world to sharpen and shape themselves and engage in a competitive environment. The collection includes the most recent news, and subject material for UPSC, MPSC, and bank PO examinations, among other things.

### **New Arrival Displays**

One wooden stand for new books has been added to the library's newly arrived section at the room's entryway. Those who use the library may identify the latest arrivals and additions to books, journals, and other materials, which is a very helpful service.

### **Internet Service**

One of the most significant services offered by the HATIM College library is the ICT center where they can access the Internet with free Wi-Fi, which allows professors and students to search the Internet for the information they need.

### **Institution Repository**

One of the remarkable features of the HATIM library is the installation and provision of the HATIM online Repository which is a digital archive created for the institutions. The primary goals are to gather, save, and distribute digital versions of the college's intellectual output. Additional digital assets including administrative records, course notes, learning materials, technical and yearly reports, etc. will also be included. That is available both on and off the university campus.

### **E-Resources**

The college also has a subscription to N-LIST, which gives teachers, researchers, and students access to electronic resources. 3164309 e-books and 6150 e-journals are among these resources. By requesting the user ID and password from the college librarian, any member of the college is able to freely access these resources and services. The National Digital Library of India platform is also provided for students and teachers and contains 94,051,509 e-resources.



Figure 3.25a. HATIM aerial view



Figure 3.25b. Stack area



Figure 3.25c. Reading room



Figure 3.25d. Periodical section

### 3.29. CONCLUSION

This chapter discussed the historical growth and development of higher educational institutions in Mizoram, including their libraries and infrastructure. The library is one of the resources required to promote and increase educational quality. Libraries are the repository and distributor of information through books, periodicals, maps, and other materials utilized by users in their educational learning process. Library resources remain an essential part of the education program, preserving a variety of cultural expressions. Libraries collect, organize, and preserve items that portray other people's lives and experiences.

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**CHAPTER-4**

**USER SATISFACTION:**

**AN OVERVIEW**

#### **4.1. INTRODUCTION**

Amidst the fast-paced and highly competitive landscape of information services, libraries must clearly define their objectives in providing services and effectively convey those objectives to their consumers. In recent decades, librarians have increasingly prioritized evaluating the effectiveness and Caliber of library resources and services, with a specific emphasis on customer satisfaction. When evaluating service quality in libraries, it is crucial to take into account both the customer's viewpoint and the library's viewpoint. Service quality is a managerial concept that assesses the quality of services provided by organizations from the viewpoint of customers. Since the 1980s, there has been a substantial amount of literature focused on service quality and its measurement in the field of service marketing. Many institutions, including libraries, have shown great interest in evaluating the quality of service provided. The themes established in the service sector are highly relevant to libraries as well. Academic libraries are currently encountering their most significant obstacle since the explosion of literature. The worldwide digital revolution is impacting the conventional methods of generating, structuring, and distributing knowledge. Modern academic libraries face various obstacles, including the presence of mega bookstores, online information providers, multimedia products, document delivery systems, and other sources of information that pose a threat to their position and existence. They must ensure that their services not only fulfil users' needs but also exceed customer expectations to the utmost extent. They must strive to excel in both service quality and customer contentment. The level of satisfaction might also differ based on the alternative choices available to the customer and the competing products that the customer can use to evaluate the organization's offerings.

Many professional librarians typically believe that they are effectively meeting the information demands of users. However, they may query how they can determine if their best efforts align with what consumers consider to be the best. Given that the user holds the highest authority in evaluating the library's resources and services, it is crucial to conduct observations to assess user satisfaction with the library's services. This study is the first time ever investigation conducted in Mizoram College libraries to assess user satisfaction. The researcher's objective is to

discover the level of user satisfaction with the current services and resources offered by all college libraries in Mizoram.

## **4.2. DEFINITION OF TERMS**

Defining terms is crucial for effective communication and understanding in various fields, including academia, law, science, and everyday conversation. It is essential for enhancing clarity, precision, and understanding in communication across various domains. It serves to establish common ground, prevent misunderstandings, and promote effective dialogue. In educational settings, defining terms aids in the learning process. It enables readers/researchers to grasp new concepts by providing them with a clear understanding of the terminology used in a particular subject area. The Terms '*User, Satisfaction, User satisfaction, Service, Quality, and Service Quality*' will be clarified and defined based on renowned writers' perspectives. The researcher will frequently utilize those terms as well.

**4.2.1 User:** Prof. Oldman and Wills have accurately identified a significant difference between users and the library. The user is central in the library and information system. Without him, it is impossible to comprehend of any such system. Hence, it is imperative to satisfy his/her requirements, needs, aspirations, and demands. This required a comprehensive examination of the users' desires, their perceptions of the library, and their sentiments towards the overall atmosphere within it. In this study, users indicate the communal which uses the library. According to Oxford English Dictionary user is generally defined as "*one who uses or employs anything or a person who uses or operates something*". According to Nwalo (2003) "*the library user is undisputed, the most important person in any library setting*", Aina, 2004 define, "*the library user is the focal point to the 21st-century library and information services the library primarily exists to satisfy the user*". It is hard to explain fully who the user of the library is, but an effort was made by Michael Gorman according to him users are "*Information seekers who make used of libraries.*" According to Kenneth Whittaker, "*a user may be defined as a person who uses one or more of a library's services at least once a year.*" Users are a crucial element, without which an information system loses its entire purpose. When

operating a library, it is crucial to have a clear understanding of the library's users, their specific needs, and how the library can effectively meet and fulfil those needs. Users receive services of a consistently high quality. Users have a significant influence in the provision and delivery of information products and services. The library possesses a greater abundance of information on the desires of users and the extent to which they are willing to financially contribute for it. Users have a significant influence on the library products and services that are being marketed. The term "user" is multifaceted, ambiguous, and diverse. In the subject of library and information science, the term "user" is used to refer to individuals who seek information. The library plays a crucial role in academic and research institutions, as it serves as a valuable resource for users who require information. The primary goal of a library or information resource centre is to amass various types of resources and fulfil the information requirements of users. Various terms such as patron, client, customer, and member are commonly used interchangeably with the term "user."

**4.2.2 Satisfaction:** The word 'satisfaction' is derived from Latin via French 'Satisfactio(n)', from *satisfacere* 'satisfy, content', a sense of 'contentment, appeasement' and 'action of gratifying' (Online etymology Dictionary) According to Webster Universal Dictionary satisfaction is "*the act of satisfying or gratifier feeling or gratification of desire*". According to Altman and Hernon (1998) the word "*satisfaction*" comes from the Latin word *Satis* (enough) and *Facere* (to do or make). These words suggest the true meaning of satisfaction which is fulfilment. According to Cambridge Dictionary Satisfaction means, "*a pleasant feeling that you get when you receive something you wanted, or when you have done something, you wanted to do.*" Applegate (1997) defines user satisfaction as "*whether users are satisfied or not with a service or resources in a library. If users' needs and expectations are met, then naturally they would be satisfied because their requests have been met*".

User satisfaction has been known as an important measure of library activities, generally, user satisfaction has been defined as the degree to which the library is meeting the requirements of the user". The most acceptable definition of satisfaction given by Kotler and Keller who define satisfaction as "*person's feeling of pleasure*

*or disappointment which resulted from comparing a product's perceived performance or outcome against his/her expectations"* (Kotler and Keller, 2006).

**4.2.3 User Satisfaction:** According to Tessier, crouch, and Atherton (1977) in an early attempt to define "user satisfaction" stated that satisfaction was "*ultimately a state experienced inside the user's head*" and therefore was a response that "*maybe both intellectual and emotional*". According to I-Ming Wang and Chich-Jen Shieh (2006): *user satisfaction is defined as "the levels of service quality performance that meets user's expectations"* Users satisfaction can be well-defined in a library as optimistic feelings of users after fruitfully fulfilment of his/her material needs in right time through right sources. User satisfaction is coming from the quality of service, which is determined by the level of satisfaction experienced by users. Thus, enhancing service quality entails delivering services that align with users' expectations and fulfill their requirements. When readers express dissatisfaction, it might be assumed that there is an issue with the library. Therefore, studying user satisfaction is crucial to determine the extent to which the library has achieved its ultimate objective of ensuring user contentment. Griffiths et al. (2007) stated that "*user satisfaction is a difficult, intangible and elusive concept to define. Factors of satisfaction impacting on it need to be captured and used as a covariate. In order to examine satisfaction, we need to study the relationships held between various user and environment characteristics and satisfaction*". Torres and Kline, (2006) *Customer satisfaction is the individual's perception of the performance of the product or service in relation to his/her expectations. Institute of Customer Service (2007) Customer satisfaction is the feeling that a customer gets when he/she is happy with the customer service that has been provided.*

**4.2.4 Service:** The term 'Service' according to Kotler (2000 429) "*Service is any act or performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything its production may not be tied to a physical product*". Bowen and Cummings (1990 1) point out that "*good services enhance organizational effectiveness, customer satisfaction and customer loyalty. Services are the outcome of individual's action which may be either a collective or an individualistic*". *Services should be approached from the customers" perspective*

*as it is the customers" perception about the outcome of an action taken by them (Evardson, 1998). Service was the balance between choice and perceived control which depended on the relative competencies of the customer and service provider (John, 1999). Services occupied four important features (Kotler, 2000):*

- (i) Intangibility: Before purchase, services cannot be seen/touched/smelled;
- (ii) Inseparability: Services cannot be consumed and consumed simultaneously;
- (iii) Variability: Services depend on the nature of the provider as well as on the time & place of the provider; and
- (iv) Perishability: Services cannot be inventoried

**4.2.5. Quality:** According to Phil Crosby" *Quality is the result of a carefully constructed cultural environment. It has to be the fabric of the organization, not part of the fabric*". According to the oxford dictionary quality is define as being "*the degree of excellence of a thing*". According to Webster's New World Dictionary, Quality is a "*physical or non-physical characteristic that constitutes the basic nature of a thing or is one of its distinguishing features*". Quality is „conformance to requirements" according to Crosby. Quality is "fitness for purpose" According to Sarkar (1995), "*Quality of a product or service is the ability of the product or service to meet customer requirements*". Here customer is the real witness who can command the quality of a product or service rendered.

According to Ahmed Badr Eldin "*Quality*" means those features of products which meet customer needs and thereby provide customer satisfaction". The objective of achieving improved quality is to enhance customer satisfaction and, ideally, to boost revenue. Nevertheless, enhancing the number or quality of features typically necessitates a financial commitment, resulting in increased expenses. Typically, achieving higher quality in this context comes with a higher price tag. Quality refers to the absence of flaws, such as faults that necessitate redoing work or lead to failures in the field, customer discontent, or customer claims. From this perspective, the concept of quality is focused on expenses, and often, higher quality is associated with lower expenditures. According to International Standard Organization (ISO);

*“Quality is the totality of characteristics of an entity on its ability to satisfy stated and implied needs of the customer”*. Quality is an essential determinant for attaining success in any organization. Evaluating quality involves measuring, enhancing, and upholding the standard of any human endeavour that holds significance. The term Quality has many meanings. The traditional meaning is *“one that wears well, is well made and will last a long time,”* while the thoughtful meaning is *“meeting consumers” requirements.”* According to Robinson, Quality is *“meeting the requirements of the customer both now and in the future.”* Quality was defined by the British standard (BS) 4778 in 1987 as *“the totality of features and characteristics of a product or service that bear on its ability to satisfy specified or implied needs.”* According to Sarkar, *“a product or service quality is its capability to fulfill the needs of the patron”*.

**4.2.6. Service Quality:** Service quality is about knowing customers, designing services to meet customers' needs, and managing service delivery to customer satisfaction (Brown et al, 1991). The literature on service quality has to emphasize customer requirements and stress "fitness for the purpose strongly"

### **4.3. DIFFERENT TYPES OF USERS**

The users belong to one category while libraries belong to a distinct category. The primary consumers of a public library are children, students, housewives, farmers, retired individuals, literate individuals, and even researchers. Academic libraries cater to students, professors, and researchers, who are the primary target audience of the library. Additionally, there may be certain user groups for whom the library is specifically designed. Based on the information provided, it can be inferred that public libraries have a diverse range of users, while academic and special libraries have users who are more similar in personality. In order to provide an efficient information service as an information manager, it is crucial for him to determine the specific information needs of the users in his library. Users can be classified into four primary groups based on their attitude to library information:

**(i) Potential user:** An individual seeking information that may only be obtained through specialized services.



(ii) **The expected user:** An individual who is recognized to have the intention of utilizing specific information services.

(iii) **Actual user:** An individual who has personally utilized an information service, irrespective of whether they have benefited from it or not.

(iv) **The beneficiary user:** An individual who gains tangible benefits from information services. User groups can be categorized in various ways. The users can be categorized into internal and external users. Another classification of user communities based on library service is as follows: (a) **General Readers:** This user group, typically found in public libraries, primarily utilize easily accessible items for borrowing. (b) **Subject Readers:** This category of users focuses their utilization of library resources on the specific subject area in which they are working or concentrating. (c) **Special Readers:** This group consists of users who have particular needs due to various disabilities, whether physical or mental. (d) **Non-Reading Users:** This category consists of subgroups that utilize library materials, except reading materials. An individual who enters the library solely to borrow a video or audiocassette exemplifies a non-reading user. (e) **Non-users:** Some individuals, due to their personal preferences or other external factors, are unable to join local libraries and use their contents. The primary responsibility of a librarian, particularly in public libraries, is to transform individuals who do not use the library into regular patrons. Librarians can employ various extension activities and publicity tactics to lure consumers to libraries. The primary responsibility of a librarian is to transform those who do not utilize library services into regular users and to shape them into competent members of society, similar to other people involved in social progress.

#### **4.4. CUSTOMER NEEDS/ USER NEEDS**

To define users' needs, it is necessary to provide a clear explanation of the term 'need'. To have a genuine understanding of the users' needs, it is necessary to study the precise definitions of closely linked phrases such as requirement, want, and demand. Many authors made definition on needs as “what an individual should possess for their work, research, education, recreation, etc.” In the context of research, a necessary piece of knowledge would advance the progress of the

investigation. The usage of the term may contain an implicit assessment of value. A necessity may or may not be recognized as a desire. In the current era of information, a need refers to a conceivable demand. It is widely recognized that prioritizing the satisfaction of users is crucial. Therefore, the main focus should be on meeting the information needs of users.

#### **4.5. USER SATISFACTION AND LIBRARY PROFESSIONALS**

The user assumes a pivotal function in any institute or organization. The organization's primary objective whether through direct or indirect means, is to promptly and sufficiently meet the demands of its users. In this scenario, the user relies entirely on the library staff to fulfill their needs, and the staff is fully dedicated to meeting the user's requests. Given the varying demands of library users, it is the responsibility of library professionals to maintain a record of their needs and make an effort to fulfill them. To effectively meet the data requirements of users, it is crucial to prioritize the layout of the necessary data and services. According to Applegate (1997), "When customers' wants and expectations are fulfilled, they would naturally feel satisfied because their demands have been met". Satisfaction is the outcome that occurs when a library user has had a favourable or pleasant encounter with a service or product. A library staff should exercise additional effort and provide individualized attention to each patron. The active involvement of library workers will improve library services and consistently ensure user satisfaction. Library staff and patrons are mutually dependent on each other for the following reasons: (i) The user will experience sympathy and feel a sense of worth. They comprehend that there is someone available to attentively address their inquiries and concerns. Conversely, a librarian also meets the demands of library patrons by resolving their inquiries and uncertainties, so fostering their loyalty and regular usage. (ii) The dependability and trust that they have in one another (iii) The connection between users and service providers facilitates efficient and rapid completion of tasks. (iv) Technological innovation serves as the means for both parties.

#### **4.6. USER SATISFACTION AND LIBRARY ENVIRONMENT**

Any library needs to meet the requirements of its patrons to ensure its continued existence in this age of intense competition; otherwise, the data that is available online will not be sufficient to meet their requirements. Additionally, management have to pay attention to the ethical utilization of the library while maintaining the highest level of discipline. There is a significant worry that quality services should be supplied to the patrons to improve their consumer values. This is done to guarantee that the library environment is healthy. Libraries must enhance their facilities, administrations, and reading materials to meet the requirements of their patrons. Administrative staff at educational institutions should foster an atmosphere conducive to learning and foster healthy interpersonal interactions inside the library in order to improve the working conditions and atmosphere of the library. The promotion of the library personnel for the development of their personalities and skills can also be accomplished via the organization of training programs and workshops. To be more specific, the organization needs to exert more effort to validate the trademark of a quality library designation. Changing the typical viewpoints of professionals and working with a positive attitude are both needed to improve their talents. The staff members need to be dedicated to their research methods to ensure that they can assess the requirements of the library patrons when conducting research. Following the organization's mission, every aspect of the library, including its structure, workplace, resources, and activities, ought to be renovated and improved.

#### **4.7. IMPORTANCE OF USER SATISFACTION IN THE LIBRARY**

Ensuring user satisfaction is paramount in every library or information center. Measuring user satisfaction is crucial for assessing the library's performance. By understanding the level of customer satisfaction, the library may make improvements to its collection, services, and atmosphere, if needed. The primary determinants of user satisfaction in a library are the resources and services provided. Satisfaction is determined by the quality of collection and services, rather than the quantity of collections. Nevertheless, it is widely acknowledged that no library can fully meet the needs of all its users. Therefore, it is imperative to ensure the provision of utmost

satisfaction to the greatest possible number of individuals. Modern-day academic libraries are encountering numerous obstacles due to the evolving information needs and usage habits of users, as well as the transformation in the structure and accessibility of information, particularly electronic information. In light of the technological revolution and the vast amount of information available, effectively delivering accurate information to the appropriate users promptly has become a significant challenge. Library performance is acknowledged to be closely tied to user pleasure. User satisfaction is commonly characterized as the extent to which the library is capable of fulfilling the user's needs. However, this idea has been assessed and applied in several manners. The presence of this diversity demonstrates the intricate nature of the concept and the absence of agreement among librarians regarding its measurement and use. Hence, the understanding of the literature is subject to scrutiny. Library usefulness can be reliably determined by considering user satisfaction as a criterion.

Thus, in order to enhance user satisfaction and their overall sense of library usefulness, libraries should diligently take into account all potential elements linked to user satisfaction. Customers or users are the most valuable resource for any organization. Service quality refers to the connection between the library and its customers. It is commonly described in relation to the expectations of customers and the organization's obligation to fulfill or surpass these expectations. It entails a comprehensive and extended analysis of these expectations over a prolonged period. There are two primary methods for assessing user happiness. One is targeted toward the library users, while the other is focused on the efficiency and effectiveness of the library. The primary focus is on studying the library users, with their opinions serving as the basis for evaluating user satisfaction. User satisfaction in the second instance is assessed indirectly using a set of measures that measure the level of library performance. It is considered that the level of user happiness is directly related to the level of library performance. User satisfaction is a measure that promotes the assessment of the effectiveness of the library and its services in meeting the needs of its users.

#### **4.8. USER SATISFACTION/CUSTOMER SATISFACTION CONCEPT USED IN THE LIBRARY**

Within the field of library professionals, different names are employed to designate individuals who utilize library services, including clients, customers, borrowers, members, patrons, and so on. However, the term that is most commonly utilized in libraries is "user." The statement clearly defines the situation and is widely accepted in the profession. It denotes an individual who utilizes the library to fulfill their informational requirements. According to the Cambridge Dictionary user means "someone who uses a product, machine, or service. According to Kenneth Whittaker (1993), *"a user may be defined as a person who uses one or more of a library's services at least once a year."* Aina (2004) defined as *"anybody who visits the library to exploit its resources to satisfy his information needs"*. Users are a crucial component without which an information system becomes empty of its fundamental function. Understanding the library's users, their requirements, and how to meet those needs is crucial to the functioning of a library. Thakuria (2007) opined to consider different factors for measuring library users' satisfaction:

- (i) Availability of up-to-date information brings about satisfaction in the users accessing the facility and assistance.
- (ii) The library staff organizes its facilities to be visible to the users.
- (iii) The library services and resources should be easily accessible.
- (iv) The library staff should be very courteous and very friendly in their engagements with the users.
- (v) The appearance of a library, its facilities, collection, staff, and services should be attractive and pleasant.

An analysis of user satisfaction revealed that the library has the potential to provide a multitude of highly beneficial services to its customers. The effectiveness of a library should be evaluated based on its activities, such as circulation, reference questions answered, classes taught, and students enrolled, rather than solely on its properties or collections. The library professionals must regard the customers as esteemed guests and actively engage in the services they give to ensure user satisfaction. Howard and

Sheth (1969) opined that “*satisfaction was the customer’s cognitive state of being adequately or inadequately rewarded for his/her sacrifices*”.

Satisfaction is a mental state or mental outlook. Customer satisfaction is determined by comparing the customer's expectations with their actual experiences. At a micro level, customer satisfaction connects to an individual's contentment or discontentment with a certain service event. It involves the evaluation of the customer's experiences during that particular event. Overall satisfaction is determined by all interactions and experiences that a customer has with a certain organization. Consequently, the collaboration resulted in the establishment of consumer pleasure. The definition emphasizes that customer satisfaction is primarily determined by the customer's assessment of how well a product or service meets or fails to satisfy their expectations. Companies are increasingly using customer happiness as a metric to evaluate the quality of their products and services. Customer happiness is frequently linked to increased customer loyalty, future purchases, and pleasant verbal communication.

#### **4.9. USER SATISFACTION SURVEY**

User satisfaction is determined by the extent to which service features align with user requirements and the library consistently meets or surpasses users' expectations during the whole duration of a service. The level of service supplied to consumers is primarily determined by this criterion, which holds the utmost significance. It includes several facets of the user's relationship, contentment with the outcomes of the service, and contentment with the service's capacity to fulfill users' expectations. Consequently, researchers are currently prioritizing client happiness about the exceptional services offered, continuous industry advancements, and customer expectations. Every library aims to fulfill the needs of its users, however, there can be a discrepancy between the services provided by libraries and the demands of users. This mismatch arises from the library's failure to meet user requirements and the users' unreasonable expectations. Therefore, certain mechanisms must be in place to listen to and address user requirements to enhance user happiness. Thus, researchers are currently focusing their efforts on assessing customers' satisfaction

with the quality of services offered, as well as monitoring market trends and client expectations.

The following methods can be employed to acquire the users' perspectives and evaluations regarding their satisfaction:

1. Engaging in cooperative efforts with colleagues and expert
2. Encouragement of users' feedback
4. Conducting focus groups
5. Customer interviews and feedback
6. User satisfaction survey

The librarian can obtain feedback on user requirements and expectations by engaging in collaboration with colleagues and experts. User groups, functioning as forums, will articulate their perspectives regarding the current and future offerings of their library. Promoting user feedback through suggestion boxes, complaint boxes, and other channels can facilitate the identification of user requirements and expectations. User-focused group discussions provide users with the chance to offer feedback on the current and future offerings of the library. Conducting user interviews would allow the librarian to get information about the needs, preferences, and expectations of individuals. Conducting user satisfaction surveys can determine the level of satisfaction users have with the services offered. It is frequently used in libraries to assess the quality of service and the satisfaction of users. It has the capacity to accommodate a large number of users and enables the researcher to perform precise evaluations of the services available.

A user survey is a technique used to assess the quality of library facilities based on the viewpoint of the users. The quality of library facilities can be evaluated by assessing user satisfaction with the library's information goods and services. Users are the most important component in defining this quality. Rapid modifications in library facilities and operations, along with the need for internal openness and evaluations of standards by funding agencies, have compelled libraries to develop and use new user survey methodologies. User satisfaction surveys can be generated and disseminated through several means. A well-designed and professionally administered user satisfaction survey can yield both measurable and high-quality data regarding the quality of library services and customer happiness. User

satisfaction surveys are widely recognized as a crucial element of a library's evaluative methodology and performance assessments. It can be utilized to evaluate the overall customer satisfaction with the library's services, as well as the satisfaction with individual services or elements of services

Implementing regular customer satisfaction surveys would allow libraries to monitor fluctuations in users' happiness and make necessary adaptations to their services. In order to facilitate user access to the library's collections and resources, it is imperative that the library ensures its facilities are clearly designated, prominently labelled, and easily accessible. All facilities, collections, and services provided by the library must be accessible to users. Failure to do so will result in their dissatisfaction and the potential for them to manage these resources. The library should ensure that its facilities are easily accessible and prioritize the security and well-being of its user. The library's tangible assets, including the infrastructure, furnishings, and other physical facilities, together with the collection, personnel, and computers, should adequately meet the needs of its patrons. The library personnel should exhibit courteous and friendly behavior towards users. They should perceive that there is a watchful presence ensuring their well-being and ready to provide aid in case of any issues. The activities undertaken by library personnel have a significant influence on the level of contentment experienced by library users. The library should possess an appealingly pleasing and well-equipped environment, a comprehensive collection of resources, competent staff, and a range of engaging services. The setting should be inviting and comfortable, promoting focused reading. The library's physical environment, encompassing its furnishings, flooring, bookshelves, documents, and other items, should be orderly and tidy, ensuring that users have a pleasant experience. The library's procedures should demonstrate consistency, reliability, and effectiveness, while the services provided should satisfy users' expectations with a satisfactory level of quality. The manner in which users are communicated with, aided, and guided significantly influences their level of pleasure. Consequently, the library must convince clients that it has the ability to meet their requirements promptly and in the manner they anticipate. While there are other strategies to enhance users' views, the most effective technique is to deliver dependable and reliable service.



**Library users:** The phrase most commonly used in libraries is "user". The statement clearly defines the situation and is widely accepted in the profession. It signifies an individual who utilizes the library to fulfill their informational requirements. However, it remains challenging to precisely define the word "library user" since some individuals may visit the library frequently, while others may only utilize its resources once every few years. While some individuals may utilize multiple services offered by the library, others may only utilize a single one. Certain individuals may choose to physically visit the library, while others may opt to utilize the library's services remotely via messenger, telephone, or other available means. Another group of individuals may visit the library solely to have a personal meeting with a staff member, rather than to utilize its collection or services. Among the several criteria, determining when to classify someone as a library user might be challenging at times.

#### **4.10. CHARACTERISTICS AND CONCEPT OF USER SATISFACTION AND SERVICE QUALITY IN THE LIBRARY**

The individual making the inquiry Satisfaction and service quality are separate yet interconnected concepts. Service quality encompasses the comprehensive and ongoing assessment of client expectations, whereas satisfaction emphasizes an individual's emotional response to the service received. The International Federation of Library Associations and Institutions (IFLA) publication 'Measuring Quality' defines the term "quality is developed from both product and service-oriented aspects. In other words, quality is related to the purpose of the product and service". Quality, in this context, is assessed by the customers. There exists a reciprocal correlation between user satisfaction and service quality in a library. During an investigation, a high degree of user happiness with the library indicates that the library provides high-quality services. On the other hand, if the amount of user satisfaction is low, it suggests that the service quality is also low. Service quality and user happiness, while sometimes used interchangeably, are both comprehensive and overarching words in the subject of library and information science.

The findings from other research have also verified that user happiness is impacted by various elements, including user effectiveness, system effectiveness, user effort, and user expectation. From this perspective, libraries are non-profit organizations. They should prioritize delivering high-quality services when providing information and data to readers. Therefore, libraries consistently dedicate their efforts to promoting "user satisfaction". In the current age of globalization, the majority of decisions made by library administration prioritize the needs and preferences of the users. The quality of the library is determined by various factors such as the attitude of the library staff, the attractiveness of the library structure, and the functionality of the furnishings. Additionally, the effective utilization of the library further enhances its overall quality. In order to enhance libraries, library administrators and managers should strive to understand the quality expectations of users, as people in libraries prioritize quality factors. Orr (1973) suggested that it is important to distinguish between the questions. How good was the service? What was a matter of quality? and how much good did this service do? “ Which he characterized as a question of value.

Libraries, like many other non-profit, service, and educational organizations, have been motivated to define quality in terms of the richness of resources. Concerning user orientation, quality in the library was defined as permanent user satisfaction. To meet user satisfaction, the quality of libraries should include (Tann, 1993):

- i) Knowing the user's needs,
- ii) designing a service to meet them on or off the premises
- iii) good housekeeping,
- iv) helpful, courteous staff,
- v) perfect delivery of service,
- vi) good facilities,
- vii) reliable equipment's
- viii) efficient administration,
- ix) efficient backup services, and
- x) feedback loops to build up improved procedures.

Solon (1983) “viewed that the quality of services provided to the users in any library may be based on the quality of the library staff”. Having a library professional with highly skilled, experienced, and refined personnel would motivate users to visit the library more often. The fitness of the library collection significantly impacted the service quality in meeting users' needs. Evaluating the service quality of libraries through performance appraisals is crucial, as librarians are responsible for meeting the professional needs of library users. Librarians consistently encounter challenging tasks when delivering high-quality service to library patrons.

Other factors contributed to the improvement of service quality in the libraries. The majority of academic libraries were affiliated with their respective parent academic institutions. Certain academic institutions that serve as parents have made pledges to be responsible to the library users and strive to earn their loyalty through competition. The evaluation of library services was mostly based on quantitative factors such as the size of the collection, frequency of usage, expertise of the staff, and financial resources. However, those days had passed and the evaluation of the library service performance was now based on qualitative measures. Service quality and accountability are now the most sought-after benchmarks for information services in higher education.

Service quality is a matter of knowing customers, designing services to meet customers' needs, and finally managing service delivery to customer satisfaction. It is characterized by the customer's perception of the service (Brown et al, 1991). In services what counts is the quality as perceived by the customers (Berry, 1991 57). Customer measures service quality concerning how people feel about the services provided. Though the concept of service quality sounds very pleasant and desirable, there is difficulty in bringing a concrete definition of service quality. However, several have struggled to define the service quality and its related concept of user satisfaction. American National Standards Institute (Haksaver et al, 2000) defines "Quality as the totality of features and characteristics of a product or service that bears on its ability to satisfy given needs" Brophy and Couling quote that "Quality is defined by the customer and it occurs where an organization supplies goods or services to a specification that satisfies their needs" According to Feather and Sturges

(1997 386) "Quality is conformance to the requirements of the users and fitness for the users' purpose"

#### **4.11. USER PERCEPTION, EXPECTATIONS AND SATISFACTION: THE CONCEPT**

User expectations refer to the level of quality that consumers anticipate from products. Expectations are a measurable representation of the specific deliverables that the service provider has previously committed to provide. The expectations of the library's regular users would be rational. Prior experience with the service is a crucial determinant in consumer perceptions. User expectations can be assessed using methods such as user feedback, benchmarking, focus groups, and user surveys. Perceptions, however, are the impressions formed as a result of individual experiences. The significance of initial impressions in creating user expectations cannot be exaggerated. Due to the multitude of experiences offered by libraries, a single unpleasant incident might significantly diminish consumers' perceptions of the library. While there are various strategies for enhancing customer views, the most impactful technique is to deliver dependable and efficient service. Evaluating consumer expectations will provide a comprehensive insight into their perceptions. A good quality library service ensures that clients have a pleasant experience. Satisfaction can be measured by considering users' choices and experiences. User happiness can be determined by assessing the user's desires, preferences, and experiences. The provision of excellent goods and services is believed to result in consumer satisfaction, indicating that the user's needs are fulfilled. Consequently, discerning the differentiation between user expectations and performance judgments might be utilized to ascertain user happiness.

It has been discovered that in the event of anything being mistaken, the users will promptly become aware of it. It serves as a dependable measure of consumer satisfaction. Given that only a small number of users are dissatisfied with library services, it is necessary to learn this information directly from users via user surveys. The assessment will enable library administration to determine the library's performance, identify areas for potential adjustments, and evaluate the effectiveness of any implemented changes. The library's procedures should be reliable and

efficient, and the services should be of satisfactory quality to match the users' expectations. The manner in which users are communicated with, aided, and guided significantly influences their level of satisfaction. Consequently, the library must convince clients that it can meet their requirements promptly and in the manner they expect. When evaluating consumer happiness, it is essential to take into account their preferences. The internal users consist of library workers who produce interim output and services, whereas the external users refer to individuals who utilize the final product or service. Identifying external users at a physical library is straightforward due to the direct interaction between users and service providers during service delivery. However, the process may become more problematic when the library is accessible online.

#### **4.12. MATERIAL SATISFACTION AND EMOTIONAL SATISFACTION**

Applegate differentiated between material satisfaction and emotional satisfaction, both of which entail user engagement with library performance. Material satisfaction is the alignment between the user's desired outcome and the actual outcome they obtain. Emotional satisfaction pertains to the user's internal, personal, and affective reactions to the product or service they have received, or to the fulfilment of their information requirements.

##### **4.12.1. Material satisfaction:**

Several research in the field of library science have employed user happiness as a system of measurement for evaluating performance, establishing an association between library performance and user satisfaction. **Applegate** 'described this equation as the "Material Satisfaction Model" (MSM). In this model, library performance controls material satisfaction, and emotional satisfaction is either overlooked. User practices or behavior is considered to be determined by material satisfaction. In some library studies, satisfaction procedures were used to evaluate library performance, naturally, they focused on "How users' needs have been met by library performance" or "How the library performance contributes to user satisfaction." **Ankeny** operationalized "satisfaction" using the questions: "Overall, how would you rate these online services?" and "Did you obtain the information you wanted?". **Casey** 'evaluated overall user satisfaction by asking "Which services

deserve more, the same or less funding? "Staff helpfulness or friendliness" "Selection of library materials" and "the users' attitudes toward new technology and potential future service." **Stamatoplos** evaluated academic library user satisfaction using four aspects of library performance: information accessibility, library staff competence and helpfulness, computer usefulness and ease of use, and skill level for using libraries. **Martensen and Gronholdt** developed a user satisfaction model that equates use satisfaction with six determinants: electronic resources, printed publications, other services, technical facilities, library environment, and the human side of user service. In these studies, satisfaction measurement employed a user describing a service or integrated services as "useful," "helpful," "valuable," or "exactly what I need," etc. These are the typical instruments used to measure material satisfaction.

#### **4.12.2. Emotional satisfaction:**

**Rachel Applegate** pointed out the 'false positive' phenomena in the library field and went on to propose the concept of emotional satisfaction. A 'false positive' occurs when a consumer is satisfied with an inferior product. The occurrence of a 'false positive' means that even when library performance cannot meet users' needs, they still could feel emotionally satisfied. The "false positive" phenomenon indicates the essential difference between users' being materially satisfied and emotionally satisfied. To examine the user satisfaction process, **Applegate** made a distinction between material and emotional satisfaction. Material satisfaction refers to a match between what the user requests and what the user receives in an information system. Material satisfaction is determined by system performance. Emotional satisfaction refers to users' internal personal, and affective response to the product or service they received, or to the fulfilment of their information needs. Emotional satisfaction generally describes how users feel about the services or performance. A user may use emotional satisfaction as a criterion to evaluate information systems, and emotional satisfaction may be at least a partial indicator of material satisfaction.

#### 4.13. RANGANATHAN FIVE LAWS AND LIBRARY SERVICE QUALITY

S.R. Ranganathan suggests that the effectiveness of a library can be assessed by its ability to promptly deliver information to its users when they need it. In his famous book, "Five Laws of Library Science," which achieved great success, he suggested that library collections and resources should be effectively utilized. He further advocated for the implementation of suitable measures to facilitate users' access to the library's information sources and services, while also prioritizing the provision of high-quality services to save users' time. The library places a strong emphasis on user-centricity, using it as a guiding concept to ensure continuous growth and improvement in the quality of its services.

The Five Laws outline the objectives and tactics for safeguarding, organizing, classifying, and distributing information in archived materials inside an ordinary library. S.R. Ranganathan recommended that libraries consider the needs of users when designing and evaluating library activities. However, libraries tended to evaluate their performance based on quantifiable metrics such as the size of their collection, the number of visitors, and the circulation of documents. It is important to note that even a library with a vast collection of millions of collections would be deemed inadequate, if it does not supply a document that a customer needs. The anticipation is that a huge collection of records, personnel, machines, and premises, along with their expansion, would enhance the caliber of library goods and services, which necessitates quick improvement to attain genuine excellence.

The five laws of Ranganathan greatly contributed to the enhancement of service quality by focusing closely on the users. These laws specifically promote the growth of collections, efficient processing, maintenance, and rapid retrieval of information by users. The details are explained in a comprehensive manner as follows:

- (i) **The First Law:** The term "*Books are for Use*" suggests a focus on evaluating the quality of a library based on its accessibility, contents, and availability when it is needed.
- (ii) **The Second Law:** The law "*Every reader his/her books*" implies that the library must comply with this law by the arrangement of all micro and

macro publications, ensuring that each reader can easily locate their specific needs.

- (iii) **The Third Law:** “*Every Book for its reader*” emphasizes the significance of carefully selecting books and information in a library. This law promotes the use of scientific document selection, organizing information based on subjects, utilizing advanced and comprehensive indexing, employing efficient and effective searching and locating methods, providing staff support, ensuring open access, offering extension services, and implementing publicity programs.
- (iv) **The Fourth Law:** The term “*Save the time of the Reader*” emphasizes the significance of providing users with rapid and efficient services through the use of innovative technologies, methods, processes, and instruments. The automated library offers open access to digital services, with documents arranged in classified order on shelves. Location and directing guides are available, along with excellent search tools such as the Online Public Access Catalogue (OPAC). Additional services include photocopy facilities, online information services, and a team of competent and knowledgeable professionals to ensure quick service for users.
- (v) **The Fifth Law:** The statement “*The Library is a growing organism*” suggests that the library undergoes continuous development, including the expansion of its collection and changes in all aspects of its operation.

#### 4.14. CONCLUSION

Satisfaction is understood as the satisfaction that users derive from the library by using several kinds of information sources and services to accomplish their information requirements for their many daily educational, professional, or individual activities. Accordingly, the accessibility of value data assets and services in libraries does impact users' satisfaction. When users are happy with library data, they return to the libraries and talk well about the library to different users. Olaulokun and Salisu (1985) described “the library as the nerve center of an educational institution and a place where information is provided to serve all patrons irrespective of their age, political and ethical background, religion, sex, etc”. The



library is an essential and integrated part of any institution. In higher education, the exclusive role of libraries can't be denied. The accomplishment of the goal of any institution with the well-established library set up consisting satisfactory print and non-print material, literature and data." Without the users' involvement, feedback, and utilization of the library data and services, it will resemble a stockroom.

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# **CHAPTER-5**

## **DATA ANALYSIS AND INTERPRETATION**



## **5.1. INTRODUCTION**

The main goal of libraries and librarians is to meet the requirements of users by offering them a wide range of library materials including both physical and digital formats and services. These resources encompass reference books, textbooks, rare books, print journals, e-journals, newspapers, magazines, and internet databases, all of which can be utilized effectively. The quantity and quality of facilities and services in libraries, along with the attitude of library staffs towards users, play a crucial role in fulfilling their needs. This chapter examines and evaluates the inferences obtained by researchers from the gathered data at the government college of Mizoram which is being studied. The data has been systematically arranged and presented using appropriate table, charts and diagrams, while statistical methods have been employed to extract significant findings. In addition, the researcher systematically examines and evaluates all the tables and figures in the order of the research questionnaires.

## **5.2. AN OVERVIEW OF DATA ANALYSIS AND INTERPRETATION**

Data analysis is an essential part of any research outcome. It represents the factual data and the findings of the researcher. This chapter represents the analysis of the data collected from the faculty and students of Mizoram colleges under the study through the structured questionnaire. The Researcher has used M.S. Excel tools and SPSS for data processing. The collected data were arranged and analyzed by using tables, charts, and diagrams. This analysis attempts to turn data into an easily understandable and interpretable format to analyze and evaluate in the context of the research problem. The analysis of data is done with the following two parameters.

**A. Library professionals' responses:** The researcher asked all the Librarians/Library professionals of selected colleges under the study through a structured questionnaire consisting of a series of 15 questions regarding their personal information, physical infrastructure, and ICT infrastructure, their achievements, their college and library.

All the Librarians/Library- in- charge responded to the questionnaire and the response rate of the librarian for the present study is 100%.

**B. Library users' responses (teachers and students):** A total of 575 questionnaires were distributed to the selected 23 college library users, out of which 575 respondents responded and the response rate was 100%. This questionnaire was divided into six (6) categories namely: (i) ***Demographic information***- under which the respondents were asked about their personal information and profiles (ii) ***Library Physical Infrastructure***- in which the respondents were asked about whether the library provides and facilitates the physical infrastructure and ICT infrastructure in the library. (iii) ***Library Usage***- The respondents were asked about the usage of the library, the purpose, the frequency of library visits, their convenient time to visit the library, their information-seeking behavior, their document preference, and the reliability of the document, etc were asked in the questionnaire. (iv) ***Computer literacy and use of e-resources***- The researcher asked the respondents about their computer knowledge and skills, their competency in ICT tools handling, etc, Hence, it was also asked about whether the library has internet connectivity and subscription to E-resources in the library for students and faculty used. (v) ***Satisfaction with Library resources*** and (vi) ***Satisfaction with library services***- The scholar asked the respondents about their satisfaction level with library books, references, journals, magazines, and newspaper subscriptions. Hence, it was also asked by the researcher to the respondents that how satisfied are they in the overall library facilities and services on circulation (issue and return) reprographic, internet connectivity, reference service, newspaper clippings, periodicals bound service, etc.

The collected data from both types of respondents was deeply analyzed. Every table signifies an appropriate introduction and interpretation with suitable graphs. Data analysis interpretation is one of the most essential processes in investigating and finding out the result of any research work. The study is limited to 23 colleges of Mizoram which are general colleges under the UGC Act 1956 2f and 12b and it did not include technical institutes and professional institutions like NIELIT, Nursing colleges, IASE, etc. The collected data has been organized and tabulated by using SPSS statistical tools tables and percentages.

### 5.3. DISTRIBUTION OF QUESTIONNAIR

There was a total of 1014 faculty and 19066 student members across the state of Mizoram under study, and the total sum up to 20080 as of 25<sup>th</sup> January 2024 Ref. (<https://dhte.mizoram.gov.in/page/abstract-of-colleges-under-govt-of-mizoram-as-on-december-2023>). However, out of which, 575 respondents (230 teachers and 345 students- from each college 10 teachers and 15 students) the total sample size for the present study is based on the random sampling method. Table 5.1 reveals the questionnaire distributed and received, and the numbers of students and faculty covered under study. The researcher distributed 598 questionnaires to the respondents both teachers and students and 598 (100%) questionnaires were received from the respondents. Furthermore, in Table 5.2 the researcher also projected the details of the college-wise distribution of questionnaires from library user responses and library professionals' responses. As shown in the table in each college 26 questionnaires were distributed by the researcher, 15 each for students, 10 questionnaires for teachers, and one questionnaire for the librarian or library in-charge under study.

**Table-5.1: Distribution of questionnaires**

Sl No	Questionnaire Distributed	Questionnaire received	Percentage
1	598	598	100%

(Source: Primary Data)

**Table - 5.2: College-wise distribution of the questionnaires**

Name of institution	Questionnaire Distribution and Response rate						
	Faculty		Students		Librarian/Librarian in-charge	Total Questionnaire	
	Distributed (%)	Received (%)	Distributed (%)	Received (%)	Distributed and received	Distributed (%)	Received (%)
T Romana	10	10	15	15	1	26	26
Aizawl College	10	10	15	15	1	26	26
Hrangbana	10	10	15	15	1	26	26
Kolasib	10	10	15	15	1	26	26
Khawzawl	10	10	15	15	1	26	26
Champhai	10	10	15	15	1	26	26
Zirtiri	10	10	15	15	1	26	26
Aizawl North	10	10	15	15	1	26	26
J Thankima	10	10	15	15	1	26	26
Aizawl West	10	10	15	15	1	26	26
Johnson	10	10	15	15	1	26	26
Saitual	10	10	15	15	1	26	26
Mamit	10	10	15	15	1	26	26
Zawlnuam	10	10	15	15	1	26	26
Lawngtlai	10	10	15	15	1	26	26
Siaha	10	10	15	15	1	26	26
Kamalanagar	10	10	15	15	1	26	26
Serchhip	10	10	15	15	1	26	26
Lunglei	10	10	15	15	1	26	26
HATIM	10	10	15	15	1	26	26
J Buana	10	10	15	15	1	26	26
Hnahthial	10	10	15	15	1	26	26
PUC	10	10	15	15	1	26	26
<b>Total</b>	<b>230</b>	<b>230</b>	<b>345</b>	<b>345</b>	<b>23</b>	<b>598</b>	<b>598</b>
<b>%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

(Source: Primary Data)

## **PART A- LIBRARY USERS DATA ANALYSIS**

### **5.4. DEMOGRAPHIC DETAILS.**

#### **5.4.1. Faculties and students' strengths/ enrolment in selected colleges**

Enrolment of college students and teachers' strengths is crucial for any academic institution to attract new aspirants to enroll in colleges and universities. The students and teachers contribute to the intellectual development of individuals and academic communities, directly related to the country's social and economic development. Enrolment ensures that students have access to educational opportunities, empowering them to pursue their academic goals and acquire knowledge and skills. The strength of the faculties and students of the selected 23 colleges was collected from the Higher and Technical Department Government of Mizoram website (Ref. (<https://dhte.mizoram.gov.in/page/abstract-of-colleges-under-govt-of-mizoram-as-on-december-2023>)) and presented in Table 5.3

The analysis of Table 5.3 revealed that the total number of students among all colleges summed up to 19,066, and also the total number of teachers was 1,014 therefore the total number of library users both teachers and students was 20,080. The overall largest enrolment numbers were found in Pachhunga University College with the total number summed up to 118 teachers and 3140 students. The second largest enrolment for both teachers and students was found in Government Hrangbana College with 63 teachers and 1857 students however the third largest enrolment was found in Government Aizawl College with 56 teachers and 1856 students. Remarkably, the smallest enrolment was also found in Government Zawnuam College at 20 teachers and 82 students with the total number of enrolment both teachers and students were-102. The second smallest enrolment was found in Government Khawzawl College with a total enrolment of students 88 and 24 teachers whereas the third smallest college enrolment was found in Government Mamit College with a total of 133 students and 30 teachers.

However, nine colleges, with 13,237 students and 492 teachers, are being enrolled in Aizawl District in Aizawl City, the capital of Mizoram. Aizawl City College's enrolment was large in number compared to the other district capital because Aizawl

city is the capital of the state Mizoram and the most populous city in Mizoram. The second largest district enrolment was found in Lunglei District Lunglei there were three colleges under study with a total enrolment of 139 teachers and 2018 students whereas the third largest district-wise students and teachers' enrolment was found in Lawngtlai district where there are two colleges with 68 teachers and 763 students. However, the smallest district in terms of student and teacher enrolment was found in Mamit district one of the 112 aspirational districts in India where there were two colleges with a total enrolment of both teachers and students were 68 teachers and 215 students in both colleges. There are 7 districts out of 11 districts in Mizoram where there is only a single Government college namely, Kolasib District, Saitual District, Khawzawl District, Champhai District, Serchhip District, Hnahthial District, and Siaha District.

**Table 5.3: Faculties and students' strengths in selected colleges.**

Name of Govt. College	Faculty and student Enrolment		
	Faculty	Students	Total
T Romana	45	1360	1405
Aizawl	56	1856	1912
Hrangbana	63	1857	1920
Kolasib	53	662	715
Khawzawl	24	88	112
Champhai	56	740	796
Zirtiri	68	861	929
Aizawl North	38	1245	1283
J. Thankima	31	1083	1114
Aizawl West	41	909	950
Johnson	32	926	958
Saitual	29	236	265
Mamit	30	133	163
Zawlnuam	20	82	102
Lawngtlai	38	393	431
Siaha	24	489	513
Kamalanagar	30	370	400
Serchhip	52	476	528
Lunglei	70	1100	1170
HATIM	42	395	425
J.Buana	39	523	562
Hnahthial	27	142	169

PUC	118	3140	3258
Total	<b>1026</b>	<b>19066</b>	<b>20092</b>

(Source: Primary Data)

#### 5.4.2. Gender-wise distribution of respondents

Gender discrepancy has been a big challenge in social sciences research for many decades and gender-based analysis of respondents is an essential part of any research in social sciences to ensure that all genders are involved in the sample without any discrimination. Table 5.4 shows the gender-wise distribution of the respondents, and analysis determined that 277(48%) of the respondents were male however, the majority 298(52%) of the respondents were female among the total respondents. The highest number of male respondents were found in Aizawl Government College and Zirtiri Residential Science College with 84% whereas, Government Hrangbana College with 88% of the respondents depicts the female respondent.

**Table 5.4: Gender-wise distribution of respondents**

<b>Name of institution</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
T Romana	10 (40%)	15 (60%)	25
Aizawl College	21 (84%)	4(16%)	25
Hrangbana	3(12%)	22(88%)	25
Kolasib	19(76%)	6(24%)	25
Khawzawl	5(20%)	20(80%)	25
Champhai	11(44%)	14(56%)	25
Zirtiri	21(84%)	4(16%)	25
Aizawl North	10(40%)	15(60%)	25
J Thankima	13(52%)	12(48%)	25
Aizawl West	12(48%)	13(52%)	25
Johnson	10(40%)	15(60%)	25
Saitual	9(36%)	16(64%)	25
Mamit	12(48%)	13(52%)	25
Zawlnuam	7(28%)	18(72%)	25
Lawngtlai	19(76%)	6(24%)	25
Siaha	13(52%)	12(48%)	25
Kamalanagar	17(68%)	8(32%)	25
Serchhip	12(48%)	13(52%)	25
Lunglei	8(32%)	17(68%)	25
HATIM	9(36%)	16(64%)	25
J Buana	12(48%)	13(52%)	25

Hnahthial	13(52%)	12(48%)	25
PUC	11(44%)	14(56%)	25
Total	<b>277(48%)</b>	<b>298(52%)</b>	<b>575(100%)</b>

(Source: Primary Data)

#### 5.4.3. Age-wise distribution of respondents

Collecting accurate demographic data is essential for researchers to gain insights into population dynamics and trends. Age information is particularly important in achieving this goal as it provides a clear understanding of the distribution of data across different age groups. Therefore, obtaining age-related information is imperative to make informed decisions and take appropriate actions that can shape the future. The researcher categorized five different levels of age groups ranging from below 20, 20-25, 25-35, 35-45, and above 45 and collected data presented in Table 5.5. The analysis shows that 46% of the respondents belong to the 20-25 age group followed by 21% representing from 25-35 age group. 18% of the respondents also represent the age group of below 20 age group. However, 8% of the respondents belong between the 35-45 age groups whereas 7% is the least age group belonging to the above 45 age group.

**Table 5.5: Age-wise distribution of respondents**

	<b>Age Group</b>					
<b>Name of institution</b>	<b>Below 20</b>	<b>20-25</b>	<b>25-35</b>	<b>35-45</b>	<b>Above 45</b>	<b>Total</b>
T Romana	7(28%)	9(36%)	1(4%)	1(4%)	7(28%)	25
Aizawl College	1(4%)	7(28%)	15(60%)	0	2(8%)	25
Hrangbana	4(16%)	17(68%)	2(8%)	2(8%)	0	25
Kolasib	1(4%)	14(56%)	2(8%)	6(24%)	2(8%)	25
Khawzawl	5(20%)	12(48%)	0	2(8%)	6(24%)	25
Champhai	3(12%)	13(52%)	7(28%)	1(4%)	1(4%)	25
Zirtiri	4(16%)	21(84%)	0	0	0	25
Aizawl North	7(28%)	8(32%)	4(16%)	3(12%)	3(12%)	25
J Thankima	8(32%)	7(28%)	8(32%)	2(8%)	0	25
Aizawl West	7(28%)	10(40%)	4(16%)	2(8%)	2(8%)	25
Johnson	5(20%)	11(44%)	3(12%)	2(8%)	4(16%)	25
Saitual	10(40%)	8(32%)	3(12%)	2(8%)	2(8%)	25



Mamit	6(24%)	12(48%)	2(8%)	0	5(20%)	25
Zawlnuam	1(4%)	12(48%)	10(40%)	0	2(8%)	25
Lawngtlai	0	16(64%)	4(16%)	4(16%)	1(4%)	25
Siaha	0	15(60%)	8(32%)	2(8%)	0	25
Kamalanagar	2(8%)	13(52%)	10(40%)	0	0	25
Serchhip	0	15(60%)	7(28%)	2(8%)	1(4%)	25
Lunglei	13(52%)	6(24%)	4(16%)	2(8%)	0	25
HATIM	3(12%)	13(52%)	9(36%)	0	0	25
J Buana	5(20%)	10(40%)	4(16%)	5(20%)	1(4%)	25
Hnahthial	6(24%)	10(40%)	5(20%)	4(16%)	0	25
PUC	8(32%)	7(28%)	6(24%)	4(16%)	0	25
<b>Total</b>	<b>106(18%)</b>	<b>266(46%)</b>	<b>118(21%)</b>	<b>46(8%)</b>	<b>39(7%)</b>	<b>575</b>

(Source: Primary Data)

## 5.5. PHYSICAL INFRASTRUCTURE IN THE LIBRARY

The physical infrastructure of a college library plays a fundamental role in supporting academic success and fostering a positive and productive environment for students and staff. Physical infrastructure in a college library is crucial for creating an environment that supports learning, research, and student well-being

### 5.5.1. Special Lounge/Room for Faculty in Library

Lounges play a vital role in modern libraries by offering comfortable, collaborative, and multifunctional spaces that promote learning, academic interaction, and community engagement. Teachers can use the lounge as a dedicated space for professional development activities such as curriculum planning, lesson preparation, and resource review. Having a quiet and comfortable environment can enhance their focus and productivity. Table 5.6 depicts that the majority 87% (20) of the colleges under study do not have a faculty lounge or room in the library, however 13% (3) only three colleges viz. Government Hrangbana college, Pachhunga University College and Higher and Technical Institute Mizoram (HATIM) have dedicated faculty lounge/ room in the library.

### 5.5.2. Separate reading room/facilities:

Separate reading rooms or reading facilities in a library are essential services in a library for having a pleasant study environment. The status of separate reading facilities was examined in the selected collages and presented in Table 5.6. The

analysis shows that all 23(100%) Mizoram colleges had separate reading rooms/sections for their users in their libraries. The researcher personally visited all the libraries and observed that all the library has a separate reading room but a few of the college libraries like Government J Buana College Lunglei, Government Aizawl West College Aizawl, Government J Thankima College Aizawl, and Government Saitual College reading spaces were not spacious enough for the users.

#### **5.5.3. Separate library building:**

For academic institutions, a separate library building holds particular importance due to its role in supporting research, learning, and intellectual development. comfortable reading areas, natural lighting, quiet zones, quiet study environments, accessibility, preservation, fostering an environment conducive to learning and concentration. Table-5.6 shows the status of library building in the selected collages and the analysis reveals that 11(48%) of the colleges under study have separate and dedicated library building in the colleges whereas 12(52%) of the colleges out of 23 colleges under study does not have separate library building and the library is running from the shared buildings shared and they occupied some appropriate rooms/ floor for the college building.

#### **5.5.4. Provision for seminar/ meeting hall:**

A seminar/meeting hall inside the library building adds more value and academic recognition. To know the availability of this facility in selected collages, the researcher enquired from the respondents whether the library has a provision for a seminar hall or meeting hall in the library and presented the data in Table 5.6 and analysis shows that all the libraries covered under study do not have a facility for a seminar or meeting hall in the library the library building.

#### **5.5.5. Availability of photocopier machine in library**

Reprographics, the process of reproducing documents and materials through various methods such as photocopying, printing, and scanning, plays a significant role in the functioning of a library. Reprographics facilitate the dissemination of information by making it easier for library users to obtain copies of materials that they needed.

Whether it's a journal article, a book, or lecture notes, reprographics allows users to access information quickly and conveniently. The availability of reprographic services in selected colleges is examined and presented in Table 5.6 and analysis shows that the majority of 20(87%) of the college libraries have actively functioning reprographic services via a photocopier machine in their library. However, the three colleges 3(13%) i.e. Government Khawzawl College, Government Lawngtlai College, and Government Kamalanagar College were not providing the reprographic services to their users.

#### **5.5.6. A separate computer system for library users:**

We are living in the digital era where our ICT gadgets play a significant role to information & knowledge transfer process. Thus, a good ICT infrastructure is very essential in the library for the users to access a wide range of information resources such as e-books, online databases, e-journals, etc. The scholar asked the respondents about the availability of separate computer systems in the library for the users. Table 5.6 shows the present status of the availability of computers in the selected colleges and analysis revealed that the majority of 21(91%) college libraries had a separate computer system for their users to use and access the internet and digital resources however, two college libraries (Government Lawngtlai College and Kamalanagar government college) do not have the separate computer systems for their library users at present.

**Table: 5.6: Physical infrastructure of libraries**

<b>Name of institution</b>	<b>Faculty lounge</b>	<b>Reading room</b>	<b>Separate Library building</b>	<b>Separate Hall for Library</b>	<b>Availability of Photocopier</b>	<b>Separate computer system for users</b>
T Romana	No	Yes	Yes	No	Yes	Yes
Aizawl College	No	Yes	No	No	Yes	Yes
Hrangbana	Yes	Yes	No	No	Yes	Yes
Kolasib	No	Yes	No	No	Yes	Yes
Khawzawl	No	Yes	No	No	No	Yes
Champhai	No	Yes	No	No	Yes	Yes
Zirtiri	No	Yes	Yes	No	Yes	Yes
Aizawl North	No	Yes	No	No	Yes	Yes
J Thankima	No	Yes	Yes	No	Yes	Yes
Aizawl West	No	Yes	No	No	Yes	Yes
Johnson	No	Yes	No	No	Yes	No
Saitual	No	Yes	No	No	Yes	Yes
Mamit	No	Yes	No	No	Yes	Yes
Zawlnuam	No	Yes	Yes	No	Yes	No
Lawngtlai	No	Yes	Yes	No	No	No
Siaha	No	Yes	No	No	Yes	Yes
Kamalanagar	No	Yes	No	No	Yes	No
Serchhip	No	Yes	Yes	No	Yes	Yes
Lunglei	No	Yes	Yes	No	Yes	Yes
HATIM	Yes	Yes	No	No	Yes	Yes
J Buana	No	Yes	No	No	Yes	Yes
Hnahthial	No	Yes	Yes	No	Yes	Yes
PUC	Yes	Yes	Yes	No	Yes	Yes

(Source: Primary Data)

#### **5.5.8. Users' satisfaction with the number of available computer systems in the library.**

The researcher asked the respondents to know their satisfaction level of the availability of computer systems for library users and their responses are presented in table 5.7. The analysis depicts that 12% and 36% of the respondents from Government T Romana College were very unsatisfied and unsatisfied with the availability and functioning of the library computer systems; 12% and 44% of the respondents from the Government Hrangbana College were very unsatisfied and unsatisfied with the present availability of computer systems in the library. Whereas 92% of the respondents were satisfied with Government Hnahthial College and this is the highest percentage of satisfaction under stud; 88% and 4% of Government Champhai College were satisfactory and very satisfactory; 83% and 12% of the respondents from Mamit College were satisfactory and very satisfactory; 80% and 4% of the respondents from Lunglei government college manifested that they were satisfied and very satisfied with their computer system availability in the library. 80% and 16% of the respondents from the Government J Buana College were satisfied and very satisfied with the present functioning and availability of computer systems in the library for the use of library users.

The overall result revealed that the majority 62% and 11% of the different college libraries under study were satisfied with the present accessibility of the computer system in the library. However, 17% and 24% were very unsatisfactory and unsatisfactory with the present situation of dedicated computer systems for the use of library users.

**Table 5.7: Satisfaction with the present total number of computer system**

Sl. No.	Name of institution	Satisfaction of the computer system in the library				Total
		Very Unsatisfactory	Unsatisfactory	Satisfactory	Very Satisfactory	
1	T Romana	3(12%)	9(36%)	8(32%)	5(20%)	25
2	Aizawl College	4(16%)	6(24%)	15(60%)	0	25
3	Hrangbana	3(12%)	11(44%)	7(28%)	4(16%)	25
4	Kolasib	4(16%)	8(32%)	9(36%)	4(16%)	25
5	Khawzawl	0	14(56%)	10(40%)	1(4%)	25
6	Champhai	0	2(8%)	22(88%)	1(4%)	25
7	Zirtiri	2(8%)	1(4%)	11(44%)	11(44%)	25
8	Aizawl North	6(24%)	11(44%)	8(32%)	0	25
9	J Thankima	0	7(28%)	15(60%)	3(12%)	25
10	Aizawl West	0	7(28%)	15(60%)	3(12%)	25
11	Johnson	0	8(32%)	15(60%)	2(8%)	25
12	Saitual		11(44%)	12(48%)	2(8%)	25
13	Mamit	1(4%)	1(4%)	20(83%)	3(12%)	25
14	Zawlnuam	3(12%)	3(12%)	18(75%)	1(4%)	25
15	Lawngtlai	-	-	-	-	-
16	Siaha	0	8(32%)	16(64%)	1(4%)	25
17	Kamalanagar	-	-	-	-	-
18	Serchhip	3(12%)	5(20%)	16(64%)	1(4%)	25
19	Lunglei	0	4(16%)	20(80%)	1(4%)	25
20	HATIM	1(4%)	4(16%)	16(64%)	4(16%)	25
21	J Buana	0	1(4%)	20(80%)	4(16%)	25
22	Hnahthial	0	2(8%)	23(92%)	0	25
23	PUC	0	2(8%)	16(64%)	7(28%)	25
Total		17(4%)_	109(24%)	282(62%)	49(11%)	457

(Source: Primary Data)

#### **5.5.10. Satisfaction of Library facilities and infrastructure**

Library facilities and infrastructure are essential components of a thriving academic community and play a vital role in promoting the learning environment, providing access to information, supporting education and research, and fostering inclusivity and lifelong learning. The researcher asked the respondents about different areas of library facilities and infrastructure in their respective college libraries viz. proper lighting, availability of washrooms, space for individual and group study space, space that facilitates quietness, safety features available, good functional furniture, ICT space along with internet connectivity, drinking water is available and library seating capacity. Table 5.8 presented the user's perceptions about the library facilities and infrastructure and analysis shows that users are fairly satisfied with the appropriate lighting system in the library and respondents rated this facility as very satisfied (22%), satisfied (62%), and fairly satisfied (15%) while 16% of respondents show their un-satisfaction with the lighting system of the selected libraries.

A clean functional washroom is an essential facility for any institution/organization. The respondent's views on the availability and functioning of the washroom in selected colleges' libraries and analysis determined that 49% were satisfied, 24% were fairly satisfied and 15% were very satisfied whereas 12% of the respondents were unsatisfied with the availability and functioning of the washroom among the selected college's libraries.

The users went library to study and for this they expected a good and comfortable space for their reading as individual or group study and this is directly related to the library users' mind-set and reading psychology. The analysis of collected data regarding this point discloses that 41%, 24%, and 16% of the respondents were satisfied, fairly satisfied, and very satisfied with the facilities of individual and group study space in the library however about 18% and 1% of the respondents were unsatisfied and very unsatisfied with the individual and group study space in the selected college libraries.

The library users required silence in the library to concentrate on the reading. The unwanted noise and disturbance directly impacted the reader's thinking process and

focus. Considering as one of the important factors in users' satisfaction parameter, the targeted respondent views were analyzed and found that 46% and 12% of the respondents were satisfied and very satisfied while 25% of respondents were fairly satisfied with the facilitation of library quietness in the library however, 16% and 2% respondents were unsatisfied and very unsatisfied with the space of quietness in their library.

Safety is one of the most important concerns for everyone including library users. Thus to know the respondents' views on the existing safety features in the library and their satisfaction were accessed and analysis shows that 85% of respondents showed their satisfaction with this arrangement in the selected libraries and 43%, 29%, and 13% of the respondents were satisfied, fairly satisfied and very satisfied with existing safety features in the libraries, however, 15% of the respondents were unsatisfied with existing library safety features and expected for improvement.

Good library furniture gives comfort to the library users and uncomfortable furniture disturbs the reading concentration and also creates health issues. The user's perceptions about the library furniture's comfortability in selected colleges' libraries and the analysis show that 44% (251) and 15% (86) of the respondents were satisfied and very satisfied with good functional furniture in the library and 29% (164) fairly satisfied however 11% of total respondents were unsatisfied comprising 7% unsatisfied and 4% very unsatisfied.

In the present digital age, the teaching and learning process deeply depend on ICT tools and technology. Good ICT infrastructures in the library attract users and help to fulfill their information needs too. It was also observed from the analysis that 40% (231) and 9% (50) respondents were satisfied and very satisfied and 29% (164) were fairly satisfied with the functioning of ICT infrastructure in the library however 7% (50) respondents reported that they are unsatisfied followed by 4% (24) very unsatisfied with the functioning of the ICT infrastructure.

The library is a public place where teachers and students visit to consult the library and fulfill their educational and academic needs and many times they sit in the library for many hours. The library's responsibility is to provide a clean drinking



water facility for the library users in the library. In this study, it is found that 32% (186) and 11% (65) of the respondents reported that they were satisfied and very satisfied with the availability of drinking water in the library however 21% (121) were fairly satisfied but 27% (156) of the respondent said that they were unsatisfied and 8% (47) of the respondents were very unsatisfied with the availability of the drinking water in the library.

Furthermore, regarding the availability of seating capacity in the library, the majority of the respondents (77%) show their satisfaction comprising satisfied (35%), satisfied (12%), and fairly satisfied (30%) with the library seating capacity whereas 20% (117) respondents were unsatisfied followed by 2% (13) very unsatisfied with the seating capacity of the library.

**Table 5.8 Library facilities and infrastructure**

<b>Library facilities and infrastructure</b>	<b>Very Unsatisfied</b>	<b>Unsatisfied</b>	<b>Fairly Satisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>	<b>Total</b>
Appropriate Lighting	3(0.5%)	6 (1%)	85(15%)	354(62%)	127(22%)	575
The washroom is available and clean	9(1%)	61(11%)	137(24%)	284(49%)	84(15%)	575
Space for group/individual study	5(1)	105(18%)	137(24%)	234(41%)	94(16%)	575
Space that facilitates quietness	10(2%)	91(16%)	144(25%)	262(46%)	68(12%)	575
Safety features are available	7(1%)	81(14%)	165(29%)	249(43%)	73(13%)	575
Good functional furniture.	24(4%)	50(7%)	164(29%)	251(44%)	86(15%)	575
A good network ICT infrastructure	25(4%)	127(22%)	142(25%)	231(40%)	50(9%)	575
Drinking water is available	47(8%)	156(27%)	121(21%)	186(32%)	65(11%)	575
Library Seating capacity	13(2%)	117(20%)	169(30%)	203(35%)	73(12%)	575

(Source: Primary Data)

## 5.6. LIBRARY USAGE AND STAFF HELPFULNESS

### 5.6.1. Purpose of library visits.

Users come to the library for various academic reasons viz. access to resources, research, studying and learning, access to the internet, borrowing and returning books, etc. which differ from user to user. Knowing, why people visit the library can help librarians to improve their collection development and services, and provide appropriate reading materials. The respondents were asked to identify their purpose for visiting the library based on ten parameters and similarly, the respondents were given more than one option to choose and their answers are presented in Table 5.9. **(The details of college-wise data are available in appendix-1, Page number 316-323).**

The analysis of the purpose of library visits shows that the maximum number of respondents i.e. 86% (497) visited the library to borrow and return books, followed by study purposes 67% (384), to complete the assignment 42% (244), update knowledge by reading and accessing library resources- 38% (221), collecting and consulting question bank 35% (202) and for reading periodicals (viz newspaper, journals, magazine, etc.) 34% (198). However, some respondents visited the library other than for the above reasons i.e. Preparing lectures- 22% (129), photocopying and printing -20 % (117), using internet facilities 12% (73), and for recreation -10 % (55).

**Table 5.9. Purpose of library visits**

<b>Purpose of library visits</b>	<b>Response rate</b>
Study	384(67%)
Reading periodicals	198(34%)
To borrow and return of books	497(86%)
To do photocopy	117(20%)
To do assignment	244(42%)
Preparing lecture	189(32%)
Update knowledge	221(38%)
Research work	129(22%)
Collection of old question	202(35%)
Internet uses	73(12%)

(Source- Primary data)

### **5.6.2. Preference of Reading Material:**

The library is a treasure trove of knowledge, offering a wide range of sources for users to access as per their information needs and personal choices. To aid in collection development, the library needs to understand the users' priorities and reading materials. In this regard, the preferences of teachers and students across different colleges under study have been evaluated using six parameters i.e. Textbook/Coursebook, periodicals, journal, reference, and e-resources, as presented in Table 5.10. Six colleges viz. Government T Romana College, Government Aizawl College, Government Mamit College, Government Lawngtlai College, Lunglei Government College, and Pachhunga University College respondents preferred 100% textbook, 96% (24) respondents from 5 colleges viz. Government Zirtiri, Government Siaha College, Govt. Kamalanagar, Government J Buana College and Government Johnson Colleges also preferred textbooks. However, 92% (23) of respondents from Government Hrangbana, Government Kolasib College, Government Champhai College, and Government Saitual Colleges preferred Textbook, followed by 88% from Government Aizawl West College, HATIM, and Government Hnahthial College preferred Textbook. Furthermore, 84% of Government J Thankima, 80% of Government Aizawl North College and Government Zawlnuam College, 72% of Government Khawzawl College and Government Serchhip College had the lowest percentage of textbooks among all colleges. However, only 5% of respondents from 12 colleges (Hrangbana, Kolasib, Khawzawl, Champhai, Zirtiri, Aizawl North, J Thankima, Aizawl West, Johnson, Saitual, HATIM and J Buana) preferred Periodicals; 2% respondents from 3 colleges (Saitual, Serchhip and Hnahthial) preferred to use Journals. Subsequently overall analysis, it has been identified that textbooks 90% (519) were the most commonly used source of information by both teachers and students in all colleges, followed by 5% (27) periodicals, 3% (16) references, 2% (11) journal, 0.2% (1) of the respondents are the least and lowest preference.

**Table 5.10. Preference of reading material**

Name of institution	Preference of the Respondent's reading material						
	Textbook	Periodicals	Journal	Newspaper	Reference	E- resources	Total
T Romana	25(100%)	0	0	0	0	0	25
Aizawl College	25(100%)	0	0	0	0	0	25
Hrangbana	23(92%)	2(8%)	0	0	0	0	25
Kolasib	23(92%)	1(4%)	0	0	1	0	25
Khawzawl	18(72%)	5(20%)	0	0	2(8%)	0	25
Champhai	23(92%)	2(8%)	0	0	0	0	25
Zirtiri	24(96%)	1(4%)	0	0	0	0	25
Aizawl North	20(80%)	4(16%)	0	0	1(4%)	0	25
J Thankima	21(84%)	4(16%)	0	0	0	0	25
Aizawl West	22(88%)	3(12%)	0	0	0	0	25
Johnson	24(96%)	1(4%)	0	0	0	0	25
Saitual	23(92%)	1(4%)	1(4%)	0	0	0	25
Mamit	25(100%)	0	0	0	0	0	25
Zawlnuam	20(80%)	0	0	0	5(20%)	0	25
Lawngtlai	25(100%)	0	0	0	0	0	25
Siaha	24(96%)	0	0	0	1(4%)	0	25
Kamalanagar	24(96%)	0	0	0	1(4%)	0	25
Serchhip	18(72%)	0	1(4%)	0	6(24%)	0	25
Lunglei	25(100%)	0	0	0	0	0	25
HATIM	22(88%)	1(4%)	0	1(4%)	0	1(4%)	25
J Buana	24(96%)	1(4%)	0	0	0	0	25
Hnahthial	22(88%)	0	2(8%)	0	1(4%)	0	25
PUC	25(100%)	0	0	0	0	0	25
<b>Total</b>	<b>519(90%)</b>	<b>27(5%)</b>	<b>11(2%)</b>	<b>1(0.2%)</b>	<b>16(3%)</b>	<b>1(0.2%)</b>	<b>575</b>

(Source: Primary Data)

**5.6.3. Purpose of seeking the information from the library:**

The purpose of seeking information is driven by individuals' needs, goals, and motivations, and it plays a crucial role in various aspects of personal, academic, professional, and societal life. One of the primary purposes of seeking information is to acquire new knowledge or deepen understanding of a particular topic. The respondents were asked to identify their purpose of seeking information based on seven parameters and similarly the respondents were given the option to choose more than one option, and their answers were presented in Table 5.11. It was observed that a large number of respondents 90% (520) reported that they are seeking information for study purposes and half of the respondents 50% (287) said that for the general

purpose they are seeking information. However, 27% (154) respondents for preparation of competitive exams, 21% (118) for current awareness, 14% (83) for recreation, 12% (71) for employment news, and 10% (57) of respondents coming to seek the information for the usage of computer system in the library. **(The details table according to college-wise data can be seen in Appendix-2, Page number 324-328).**

**Table-5.11. Purpose of Information Seeking from the Library**

<b>Purpose of Information Seeking from the Library (Multiple tick)</b>		
<b>Purpose of Info. Seeking</b>	<b>Yes</b>	<b>Percentage</b>
For study purpose	520	90%
For general purpose	287	50%
For preparing competitive exam	154	27%
For recreation	83	14%
For employment information	71	12%
For current awareness	118	21%
To use a library computer	57	10%

(Source: Primary Data)

#### **5.6.4. Users' Trust and Dependency on Types of Information Sources**

There are different types of information sources available in the library but normally the users trust on few selected sources only. To know the library users' trust and dependency on types of information sources in selected colleges, a question was asked in the questionnaire and the respondent's answers were evaluated based on five parameters: Course books/ textbooks, references, journals, internet services, lecture note, and e-resources and presented in table 5.12. The analysis reveals that the maximum of the respondents from both teachers and students 85% (485) depended on the Coursebook/ Textbook followed by the Reference book 50% (287). It was also found that 37% (213) of the respondent's students relied on lecture notes, 33% (190) of the respondents depended on internet service and 23% (133) of the respondents depended on e-resources. Besides, very few of the respondents 18% (132) rely on printed journals. **(The college-wise data related to this analysis is available in Appendix 3, Page number 329-332).**

**Table-5.12. Users' Trust and Dependency on Types of Information Source**

<b>Information sources</b>	<b>Responses (%)</b>
Coursebook/ Textbook	489 (85%)
Reference book	287(50%)
Journals	132(18%)
Lecture note	213(37%)
Internet service	190(33%)
E-Resources	133(23%)

(Source: Primary Data)

#### **5.6.5: Frequency of Library Visits**

The frequency of visits to a library is a significant factor in determining the value of its collections and services. It is also directly related to the satisfaction of library users. With this in mind, the researcher surveyed how often the respondents visited the library. The survey to know the users' frequency of library visits in the selected colleges comprises six options ranging from daily, weekly, three times a week, fortnightly, monthly, and occasional visits, and responses were compiled in Table 5.13. The analysis shows that the top three colleges with the highest and lowest percentages in different categories on the frequency of library visits. The overall findings identified that library visits under study were very poor and only 23% of respondents as a whole visited the library daily, 22% of respondents visited their respective college library weekly, 25% of respondents visited their respective colleges thrice in a week, 12% of the respondents visited library fortnightly whereas 6% of the respondents visited monthly followed by 12% of the respondents visited occasionally.

Further, the analysis revealed that out of 23 colleges under study, the highest percentage 56% (14) was found to daily visits to Government Zirtiri Residential Science College, secondly 52% (13) to Government Aizawl North College, thirdly Government Lunglei College 44% (11) of the respondents visited library Daily. However, the lowest percentage of daily visits was found in Government Kamalanagar College with 8% (2) secondly 12% (3) was found in four colleges namely Government Serchhip College, Government Hnahthial College, Government Saiha College, and Pachhunga University College, thirdly 16% (4) among lowest

daily visits was found in three colleges namely Government T Romana College, Government Aizawl college and Government Champhai college.

In the category of weekly library visits, it was observed that the highest weekly visits 68% (17) were found in Government Lawngtlai College, secondly, 40% (10) were found in Government Kamalanagar College, thirdly 36% (9) were found in Government Hrangbana college and Government Johnson college. However, the lowest visits weekly were firstly 4% (1) in Government Saiha College and Government Zawlnuam College, secondly, 8% (2) were found in Government Zirtiri Residential Science College and Government Saitual College, thirdly 12% (3) were found in Government Kolasib college and Government J Thankima college.

In the category of- 3 times library visits in a week, it was identified from the following table that the highest 52% (13) of the respondents were found in Government Serchhip College, 44% (11) were found in Government Zawlnuam College and Government Saitual college followed by 40% (10) at HATIM college. However, the three lowest library visits 3 times in a week were, firstly there were no visits among respondents at Government Lawngtlai College, secondly 4% (1) at Government Aizawl College and Government Aizawl North College, thirdly 8% (2) at Government Kamalanagar College.

In the Category of library frequency visits on fortnightly, the highest 28% (7) college respondents were found in two colleges viz. Government Kamalanagar College and Government Hnahthial College, 20% (5) were found in three colleges namely Government Siaha College, Government J Thankima College, and Pachhunga University College, likewise, 16% (4) were in Government T Romana College and Government Hrangbana college. Furthermore, the three lowest library frequency visits on fortnightly, 0% from four colleges namely Government Khawzawl, Zirtiri, Johnson, and LGC, not a single respondent visited the library fortnightly, 4% (1) visited library fortnightly by seven colleges viz. Kolasib, Champhai, Saitual, Mamit, Zawlnuam, Lawngtlai, and Serchhip, followed by 8% (2) of two colleges Aizawl North and Aizawl West Colleges visited the library fortnightly.

In the category of library frequency visits Monthly, the table shows that the highest visits 16% (4) were found in four colleges namely T Romana College, Aizawl College, Siaha College, and J Buana College, second highest college was 12% (3) at Kolasib college, 0% was found in 9 colleges out of 23 colleges.

In the category of library frequency visits occasionally, the highest number of occasional visits to the library is 28% (7) at Government Kolasib College, followed by 24% (6) at Government Mamit College and 20% (5) at Zirtiri, Champhai, and PUC. Likewise, two colleges have zero (0%) on occasional visits, 4% (1) for four colleges, and 8% (2) for 7 colleges.

**Table 5.13: Frequency of Library Visits**

Name of institution	Daily	Weekly	3 times a week	Fortnightly	Monthly	Occasionally	Total
Govt.T Romana	4(16%)	4(16%)	6(24%)	4(16%)	4(16%)	3(12%)	25
Aizawl College	4(16%)	12(28%)	1(4%)	3(12%)	4(16%)	1(4%)	25
Hrangbana	5(20%)	9(36%)	3(12%)	4(16%)	2(8%)	2(8%)	25
Kolasib	5(20%)	3(12%)	6(24%)	1(4%)	3(12%)	7(28%)	25
Khawzawl	10(40%)	7(28%)	4(16%)	0	2(8%)	0	25
Champhai	4(16%)	7(28%)	8(32%)	1(4%)	0	5(20%)	25
Zirtiri	14(56%)	2(8%)	4(16%)	0	0	5(20%)	25
Aizawl North	13(52%)	7(28%)	1(4%)	2(8%)	0	2(8%)	25
J Thankima	5(20%)	3(12%)	6(24%)	5(20%)	2(8%)	4(16%)	25
Aizawl West	8(32%)	6(24%)	6(24%)	2(8%)	1(4%)	2(8%)	25
Johnson	6(24%)	9(36%)	6(24%)	0	2(8%)	2(8%)	25
Saitual	6(24%)	2(8%)	11(44%)	1(4%)	1(4%)	4(16%)	25
Mamit	8(32%)	5(20%)	5(20%)	1(4%)	0	6(24%)	25
Zawlnuam	10(40%)	1(4%)	11(44%)	1(4%)	2(8%)	0	25
Lawngtlai	6(24%)	17(68%)	0	1(4%)	0	1(4%)	25
Siaha	3(12%)	1(4%)	8(32%)	5(20%)	4(16%)	4(16%)	25
Kamalanagar	2(8%)	10(40%)	2(8%)	7(28%)	1(4%)	3(12%)	25
Serchhip	3(12%)	7(28%)	13(52%)	1(4%)	0	1(4%)	25
Lunglei	11(44%)	5(20%)	8(32%)	0	0	1(4%)	25
HATIM	6(24%)	4(16%)	10(40%)	3(12%)	0	2(8%)	25
J Buana	1(4%)	6(24%)	9(36%)	3(12%)	4(16%)	2(8%)	25



Hnahthial	3(12%)	4(16%)	9(36%)	7(28%)	0	2(8%)	25
PUC	3(12%)	5(20%)	6(24%)	5(20%)	1(4%)	5(20%)	25
<b>Total</b>	<b>133(23%)</b>	<b>130(22%)</b>	<b>143(25%)</b>	<b>67(12%)</b>	<b>33(6%)</b>	<b>69(12%)</b>	<b>575</b>

(Source: Primary data)

#### 5.6.6. Satisfaction with Library Timing

The library is a public center where users come to meet their information needs and the timing of library operation is directly related to the library users' visit. Here the purpose of this investigation is to evaluate users' satisfaction levels with their respective library timing of selected colleges based on four key parameters: highly unsatisfied, Unsatisfied, highly satisfied, and satisfied and collected data regarding this was tabulated in Table 5.14 and after analysis, it shows that a large number of respondents were satisfied (65%) and very satisfied (28%) with library timing of their colleges. However, some respondents show dissatisfaction (5%) and very dissatisfaction (3%) with the library timing. The concerned library should try to rectify and look into their dissatisfaction issue. The college wise analysis indicated that 7 colleges (Aizawl North, J Thankima, Lawngtlai, Siaha, Chawngte, LGC and Hnahthial) have 100% satisfaction with the current library timing of the college and 12 colleges (T Romana, Aizawl College, Hrangbana, Aizawl West, Johnson, Saitual, Mamit, Zawlnuam, Serchhip, HATIM, J Buana and PUC) have 96% to 8% satisfaction with the current library timing however highest un-satisfaction was reported Khawzawl college (52%), Kolasib college (20%) and Champhai college (16%) which required a serious concern from the concern librarian to revised the timing according to the library users' convenience.

**Table 5.14: Satisfaction of library timing**

<b>Name of institution</b>	<b>Very Unsatisfactory</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Very Satisfactory</b>	<b>Total</b>
T Romana	0	2(8%)	16(64%)	7(28%)	25
Aizawl College	0	2(8%)	20(80%)	3(12%)	25
Hrangbana	1(4%)	0	6(24%)	18(72%)	25
Kolasib	2(8%)	3(12%)	14(56%)	6(24%)	25
Khawzawl	9(36%)	4(16%)	11(44%)	1(4%)	25
Champhai	0	4(16%)	15(60%)	6(24%)	25
Zirtiri	1(4%)	2(8%)	8(32%)	14(56%)	25
Aizawl North	0	0	20(80%)	5(20%)	25
J Thankima	0	0	18(72%)	7(28%)	25
Aizawl West	0	1(4%)	13(52%)	11(44%)	25
Johnson	0	1(4%)	11(44%)	13(52%)	25
Saitual	0	3(12%)	17(68%)	5(20%)	25
Mamit	1(4%)	1(4%)	14(56%)	9(36%)	25
Zawlnuam	0	2(8%)	17(68%)	6(24%)	25
Lawngtlai	0	0	24(96%)	1(4%)	25
Siaha	0	0	22(88%)	3(12%)	25
Kamalanagar	0	0	22(88%)	3(12%)	25
Serchhip	2(8%)	0	20(80%)	3(12%)	25
Lunglei	0	0	19(76%)	6(24%)	25
HATIM	1(4%)	1(4%)	18(72%)	5(20%)	25
J Buana	0	1(4%)	9(36%)	15(60%)	25
Hnahthial	0	0	23(92%)	2(8%)	25
PUC	0	1(4%)	15(60%)	9(36%)	25
Total	17(3%)	28(5%)	372(65%)	158(28%)	575

(Source: Primary Data)

**5.6.7. Users' convenient time to visit the library**

The study aims to determine the most suitable time to visit a library by observing the habits of library users. Table 5.15 depicts the data collected from selected colleges and analysis found that 36% (209) respondents reported their suitable time to visit the library was between 11 am-12 noon, followed by 10 am-11 am and 1 pm-2 pm (both 22% respondents). It was also observed that 8% of the respondents found a suitable time to visit the library between 2 pm-3 pm followed by 6% between 9-10 am and the least 5% found it suitable between 3-4 pm. Overall, it can be concluded that the majority of the respondents (about 80%) prefer to visit the library between 11 am to 2 pm.

**Table-5.15. Users' convenient time to visit the library**

Name of institution	Convenient Time Slot						Total
	9 to 10 am	10 to 11	11 to 12	1 to 2pm	2 to 3pm	3 to 4pm	
T Romana	0	3(12%)	8(32%)	7(28%)	3(12%)	4(16%)	25
Aizawl College	2(8%)	2(8%)	2(8%)	4(16%)	12(48%)	3(12%)	25
Hrangbana	2(8%)	4(16%)	14(56%)	3(12%)	2(8%)	0	25
Kolasib	3(12%)	8(32%)	6(24%)	5(20%)	2(8%)	1(4%)	25
Khawzawl	6(24%)	16(64%)	1(4%)	2(8%)	0	0	25
Champhai	1(4%)	2(8%)	7(28%)	15(60%)	0	0	25
Zirtiri	1(4%)	14(56%)	4(16%)	2(8%)	3(12%)	1(4%)	25
Aizawl North	0	2(8%)	14(56%)	6(24%)	2(8%)	1(4%)	25
J Thankima	0	6(24%)	11(44%)	4(16%)	3(12%)	1(4%)	25
Aizawl West	2(8%)	5(20%)	8(32%)	7(28%)	1(4%)	2(8%)	25
Johnson	0	0	16(64%)	3(12%)	1(4%)	5(20%)	25
Saitual	0	4(16%)	16(64%)	3(12%)	2(8%)	0	25
Mamit	5(20%)	9(36%)	4(16%)	6(24%)	1(4%)	0	25
Zawlnuam	1(4%)	17(68%)	3(12%)	4(16%)	0	0	25
Lawngtlai	0	3(12%)	18(72%)	4(16%)	0	0	25
Siaha	2(8%)	1(4%)	17(68%)	2(8%)	3(12%)	0	25
Kamalanagar	0	4(4%)	18(72%)	2(8%)	1(4%)	0	25
Serchhip	8(32%)	5(20%)	7(28%)	4(16%)	1(4%)	0	25
Lunglei	0	12(48%)	7(28%)	5(20%)	1(4%)	0	25
HATIM	0	3(12%)	6(24%)	10(40%)	4(16%)	2(8%)	25
J Buana	1(4%)	1(4%)	9(36%)	9(36%)	5(20%)	0	25
Hnahthial	0	5(20%)	8(32%)	12(48%)	0	0	25
PUC	1(4%)	1(4%)	5(20%)	9(36%)	1(4%)	8(32%)	25
<b>Total</b>	<b>35(6%)</b>	<b>127(22%)</b>	<b>209(36%)</b>	<b>128(22%)</b>	<b>48(8%)</b>	<b>28(5%)</b>	<b>575</b>

(Source: Primary Data)

**5.6.8. Having adequate time to visit library**

Due to the major changes in the educational system over the last ten years, as well as the implementation of semester-wise CBCS and NEP systems in colleges, students and professors are more engaged in their classes and other department activities and have little time to visit the library. To determine the respondent's perspective on the adequacy of timing to visit the library, this question was asked from the respondents during the survey, the overall and college-wise responses were tabulated in Table 5.16. The analysis shows that 72% (413) of the respondents across the colleges under study had reported that they have adequate time to visit the library however 28% (162) of the respondents feel that they don't have adequate time to visit the library.

In the college-wise analysis it was found that from the 10 colleges (T Romana, Hrangbana, Kolasib, Champhai, Aizawl North, J Thankima, Johnson, Siaha, Kamalanagar, and J Buana colleges), more than 40% respondents feel that they do

not find adequate time for library visit. However, Hnahthial college 100% Aizawl College, Mamit College, Lawngtlai College more than 90% and Zirtiri College, Aizawl West, Zawlnuam College, Serchhip College, HATIM and PUC above 80% respondents said that they have sufficient time to visit the library to fulfill their information needs.

**Table 5.16. Adequate time to visit the library**

Name of institution	Adequate time		Total
	Yes	No	
T Romana	14(56%)	11(44%)	25
Aizawl College	23(92%)	2(8%)	25
Hrangbana	15(60%)	10(40%)	25
Kolasib	13(52%)	12(48%)	25
Khawzawl	17(68%)	8(32%)	25
Champhai	14(56%)	11(44%)	25
Zirtiri	21(84%)	4(16%)	25
Aizawl North	14(56%)	11(44%)	25
J Thankima	13(52%)	12(48%)	25
Aizawl West	22(88%)	3(12%)	25
Johnson	14(56%)	11(44%)	25
Saitual	18(72%)	7(28%)	25
Mamit	24(96%)	1(4%)	25
Zawlnuam	20(80%)	5(20%)	25
Lawngtlai	24(96%)	1(4%)	25
Siaha	14(56%)	11(44%)	25
Kamalanagar	14(56%)	11(44%)	25
Serchhip	22(88%)	3(12%)	25
Lunglei	18(72%)	7(28%)	25
HATIM	20(80%)	5(20%)	25
J Buana	14(56%)	11(44%)	25
Hnahthial	25(100%)	0	25
PUC	20(80%)	5(20%)	25
<b>Total</b>	<b>413(72%)</b>	<b>162(28%)</b>	<b>575</b>

(Source: Primary Data)

#### **5.6.9. Average time spent in the library**

The library is a center of knowledge and users visit the library to access this knowledge. For access the information and acquire the knowledge, users have to spend sufficient time in the library so that they can properly utilize the library collection and services. To determine how much time the respondents spent in the library in selected colleges on the three parameters: half an hour to one hour, one to two hours, and more than two hours collected data was presented in Table 5.17. In

the overall analysis, it was determined that 46% of the respondents were spending less than one hour similarly 45% of the respondents spent between one to two hours whereas only 9% of the total respondents spent in the library more than two hours. In the college-wise analysis, it was found that 100% of respondents in Lawngtlai College and 5 other colleges (Champhai, Aizawl West, Johnson, Saitual, and Serchhip) more than 60% of respondents spent less than 1hr time in the library. Further, 80% respondents of from Aizawl College and more than 60% of respondents from 6 colleges (Hrangbana, Kolasib, Zirtiri, J Thankima, Kamalanagar, and HATIM) spent 1hrs to 2 hrs time in the library however, 56% of respondents from Zawlnuam college and only more than 24% respondents from 3 colleges (Aizawl North, Mamit and Siaha) spent more than 2 hrs in the library.

**Table 5.17. Average time spends**

<b>Name of institution</b>	<b>Average time spot</b>			<b>Total</b>
	<b>Less than one hour</b>	<b>1 hr to 2hrs</b>	<b>More than 2 hrs</b>	
T Romana	11(44%)	13(52%)	1(4%)	25
Aizawl College	3(12%)	20(80%)	2(8%)	25
Hrangbana	6(24%)	17(68%)	2(8%)	25
Kolasib	10(40%)	15(60%)	0	25
Khawzawl	14(56%)	11(44%)	0	25
Champhai	15(60%)	9(36%)	1(4%)	25
Zirtiri	7(28%)	17(68%)	1(4%)	25
Aizawl North	4(16%)	12(48%)	9(36%)	25
J Thankima	5(20%)	18(72%)	2(8%)	25
Aizawl West	15(60%)	8(32%)	2(8%)	25
Johnson	18(72%)	6(24%)	1(4%)	25
Saitual	21(84%)	4(16%)	0	25
Mamit	13(52%)	6(24%)	6(24%)	25
Zawlnuam	8(32%)	3(12%)	14(56%)	25
Lawngtlai	25(100%)	0	0	25
Siaha	14(56%)	5(20%)	6(24%)	25
Kamalanagar	8(32%)	17(68%)	0	25
Serchhip	15(60%)	10(40%)	0	25
Lunglei	11(44%)	13(52%)	1(4%)	25
HATIM	7(28%)	18(72%)	0	25
J Buana	12(48%)	13(52%)	0	25
Hnahthial	13(52%)	12(48%)	0	25
PUC	9(36%)	13(52%)	3(12%)	25
<b>Total</b>	<b>264(46%)</b>	<b>260(45%)</b>	<b>51(9%)</b>	<b>575</b>

(Source: Primary Data)

**5.6.10. Library Management System**

A library management system (LMS) is very important tool for library automation. Through library automation, more effective and accurate library services can be provided by the library and it also helps in effective and smooth library operation and management. The success of library automation mainly depends on the library management software. There are many Libraries automation software available in the market and choosing a suitable software for the library is also a big challenge for the librarians. In essence, a healthy and friendly Library Management software is indispensable for modern libraries to effectively fulfil their mission of providing access to information, promoting lifelong learning, and enriching the academic

environment. Having to know the availability of library management software in the college library, the researcher asked a question to the respondents whether the library was computerized or not the respondents' response was tabulated in Table 5: 18, and analysis revealed that 100% (25) of all the libraries under study were computerized by using SOUL 2.0 and SOUL 3.0 software respectively.

**Table 5.18. Library management system**

Name of institution	Use of Library Management System
	Yes/No
T Romana	Yes
Aizawl College	Yes
Hrangbana	Yes
Kolasib	Yes
Khawzawl	Yes
Champhai	Yes
Zirtiri	Yes
Aizawl North	Yes
J Thankima	Yes
Aizawl West	Yes
Johnson	Yes
Saitual	Yes
Mamit	Yes
Zawlnuam	Yes
Lawngtlai	Yes
Siaha	Yes
Kamalanagar	Yes
Serchhip	Yes
Lunglei	Yes
HATIM	Yes
J Buana	Yes
Hnahthial	Yes
PUC	Yes

(Source: Primary Data)

### 5.6.11. Status of Library Automation

Fully automating libraries holds significant importance in enhancing the efficiency, accessibility, and overall functionality of the institution, fully automating libraries is not just about modernizing infrastructure; it's about transforming the institutions into dynamic, user-centered hubs of knowledge and innovation. To know the status of the library automation in selected collages, supplementary questions were asked to the respondents, whether the library automation or computerization was fully or partially and the responses were tabulated and Table 5.19. The analysis reveals that only two colleges i.e. Pachhunga University College and Government Hrangbana College were fully computerized and the rest of the 21 (91%) colleges were computerised partially. However, Government Aizawl West College reported that they are in the process of fully computerization, and soon their library will be fully computerized.

**Table 5.19 Status of Library Automation**

<b>Name of institution</b>	<b>Fully</b>	<b>Partially</b>
T Romana	0	25
Aizawl College	0	25
Hrangbana	25	0
Kolasib	0	25
Khawzawl	0	25
Champhai	0	25
Zirtiri	0	25
Aizawl North	0	25
J Thankima	0	25
Aizawl West	0	25
Johnson	0	25
Saitual	0	25
Mamit	0	25
Zawlnuam	0	25
Lawngtlai	0	25
Siaha	0	25
Kamalanagar	0	25
Serchhip	0	25
Lunglei	0	25
HATIM	0	25
J Buana	0	25
Hnahthial	0	25
PUC	25	0
	<b>50</b>	<b>525</b>

(Source: Primary Data)



### 5.6.12. Satisfaction with shelf arrangement

The arrangement of books on shelves in a library is crucial for several reasons. In essence, the shelving arrangement of books in a library is essential for enhancing accessibility, time-saving, efficiency, browsing experience, discoverability, etc. The satisfaction level of users with the shelf arrangement was measured through the respondents of selected colleges and collected data was presented in Table 5.20. The overall analysis revealed that 68% (393) of the respondents were satisfied and 16% (93) of the respondents were very satisfied with their respective college library shelving arrangement of books. However, 12% (71) were not satisfied, and only 3% (18) of the respondents were very unsatisfied with the arrangement of bookshelves in the library. In this shelving arrangement, the highest percentage of satisfied respondents was found in Saiha colleges library at 92%, The Second percentage of satisfied respondents was found in three colleges namely Aizawl College, Kamalanagar, and Zawlnuam College with 88%, third highest percentage satisfied of users was found at in HATIM library (84%) however the highest un-satisfaction was found in Lawngtlai college with 72% followed by Hnahthial college (32%) and Aizawl North (24%). Furthermore, two colleges (Siaha and PUC) have 100% satisfaction with shelf arrangement and Zirtiri College has the highest (56%) very satisfactory response followed by Champhai (40%) and PUC (36%).

**Table 5.20. Satisfaction with shelved arrangement of books**

Name of institution	Satisfaction of shelf arrangement				Total
	Very Unsatisfactory	Unsatisfactory	Satisfactory	Very Satisfactory	
T Romana	3(12%)	3(12%)	17(68%)	2(8%)	25
Aizawl College	0	1(4%)	22(88%)	2(8%)	25
Hrangbana	0	2(8%)	19(76%)	4(16%)	25
Kolasib	0	4(16%)	19(76%)	2(8%)	25
Khawzawl	11(44%)	2(8%)	4(16%)	8(32%)	25
Champhai	1(4%)	2(8%)	12(48%)	10(40%)	25
Zirtiri	1(4%)	0	10(40%)	14(56%)	25
Aizawl North	0	6(24%)	17(68%)	2(8%)	25
J Thankima	0	2(8%)	19(76%)	4(16%)	25
Aizawl West	0	2(8%)	19(76%)	4(16%)	25

Johnson	0	3(12%)	19(76%)	3(12%)	25
Saitual	0	1(4%)	17(68%)	7(28%)	25
Mamit	0	1(4%)	19(76%)	5(20%)	25
Zawlnuam	0	2(8%)	22(88%)	1(4%)	25
Lawngtlai	0	18(72%)	7(28%)	0	25
Siaha	0	0	23(92%)	2(8%)	25
Kamalanagar	0	2(8%)	22(88%)	1(4%)	25
Serchhip	2(8%)	3(12%)	19(76%)	1(4%)	25
Lunglei	0	4(16%)	17(68%)	4(16%)	25
HATIM	0	2(8%)	21(84%)	2(8%)	25
J Buana	0	3(12%)	18(72%)	4(16%)	25
Hnahthial	0	8(32%)	15(60%)	2(8%)	25
PUC	0	0	16(64%)	9(36%)	25
	<b>18(3%)</b>	<b>71(12%)</b>	<b>393(68%)</b>	<b>93(16%)</b>	<b>575</b>

(Source: Primary Data)

### 5.6.13. Users' Satisfaction with the library staff helps and support

Library staff are often the first point of contact for patrons seeking assistance and are essential for providing quality customer service. Their helpfulness in answering questions, providing guidance, and assisting with research inquiries contributes to overall user satisfaction and helps build a good image of the library. To know how supportive and helpful the library staff in the libraries of selected colleges from the users' point of view, data was collected and presented in Table 5.21. The overall analysis revealed that 48% (277) and 42% (239) of the respondents say the library staff treats them fairly without discrimination, very few percentages of the respondents 7% (39) fairly agree, 2% (14) strongly disagree and only 1% (6) disagree in treating users without discrimination.

However, 53% (302) and 33% (189) of the respondents agreed and strongly agreed on library staff professionalism and dealing with the library users. A very low percentage was found in library staff professionalism in dealing with library users 12% (66) fairly agreed, 3% (16) disagreed and only 0.3% (2) strongly disagreed in dealing with library users across the state under study by library professionals.

The table also depicts that 49% (279) of the respondents agreed and 34% (193) strongly agreed on the library staff's friendliness towards library users. Whereas, very few of them 15% (84) fairly agreed and only 1% (7) disagreed followed by 2% (12) strongly disagreed on library staff friendliness.

The analysis of the table observed that 48% (276) agreed and 26% (147) strongly agreed with the respondents on providing the needs of the users by the library staff. While 18% (101) fairly agreed and 7% (41) disagreed followed by 2% (10) strongly disagreed with the respondents on providing the needs of the users by the library staff.

It was also found and observed that out of the total respondents, majority 50% (290) agreed and 28% (162) strongly agreed that library staff were knowledgeable and efficient in their work and duties. Whereas, few of the respondents say 14% (82) fairly agree, 6% (37) Disagree, and 0.7% (4) strongly disagree regarding the knowledge and efficiency of the library staff.

This table also reveals that a large number of respondents 52% (294) and 25% (144) agreed and strongly agreed on providing library quality services by the library staff, whereas a much smaller number of the respondents 18% (105) fairly agreed, 4% (24) disagree followed by 1% (8) strongly disagree on library staff concerning providing library service quality to the library users.

It was also observed that a number of respondents 49% (282) agreed and 26% (151) strongly agreed on library staff responses in a timely manner. Whereas 17% (97) fairly agree, 7% (38) Disagree, and 1% (7) strongly disagree with the responses of the library staff in a timely manner towards library users.

The researcher surveyed the helpfulness of the library staff and asked a question whether the library staff was difficult to approach or not, the table depicts that 18% (105) strongly disagree and 45% (261) disagree followed by 13% (76) fairly agree by the respondents on difficult to approach of the library staff. Whereas, 17% (95) agree and 7% (38) strongly agree on the difficulty of approaching library staff by the respondents.

**Table- 5.21. Users' Satisfaction with the library staffs help and support**

<b>Satisfaction of staff helpfulness</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Fairly agree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Total</b>
Library staff treats me fairly without discrimination	14(2%)	6(1%)	39(7%)	277(48%)	239(42%)	575
Library staff are professional in their dealing with me	2(0.3%)	16(3%)	66(12%)	302(53%)	189(33%)	575
Library staff are friendly	12(2%)	7(1%)	84(15%)	279(49%)	193(34%)	575
Library staff are interested in my needs	10(2%)	41(7%)	101(18%)	276(48%)	147(26%)	575
Library staff are knowledgeable and efficient in their works	4(0.7%)	37(6%)	82(14%)	290(50%)	162(28%)	575
Library staff provides quality service	8(1%)	24(4%)	105(18%)	294(51%)	144(25%)	575
Library staff responds promptly	7(1%)	38(7%)	97(17%)	282(49%)	151(26%)	575
Library staff are difficult to approach	105(18%)	261(45%)	76(13%)	95(17%)	38(7%)	575

(Source: Primary Data)

## **5.7. COMPUTER LITERACY AND USE OF E-RESOURCES**

### **5.7.1. Status of computer knowledge and skills**

Computer knowledge and skills are increasingly important in academia for several reasons, the internet and digital databases have become essential tools for academic research. Computer skills enable students will facilitate online resources effectively, access scholarly articles, journals, and databases, and gather information efficiently. Table 5.22 shows the status of the computer knowledge and skills of the respondents and the analysis found that the majority of respondents i.e. 69% (399) and 8% (2) have good and very good knowledge and skills in computer knowledge respectively whereas 17% (95) and 5% (29) were poor and very poor in their computer knowledge and skills.

In this computer knowledge and skills surprisingly the three highest percentages 92% (23) of 'good users' respondents were found in Government Lawngtlai College, the

second highest percentage (88%) of ‘good’ was found in two colleges namely Government Saiha College and Government Zawlnuam college whereas the third highest percentage (84%) of “Good” was found in HATIM college, it was further identified among top three there was no a single college respondents appear in Aizawl city college.

**Table 5.22. Respondents’ status of computer knowledge and skills**

Name of institution	Respondents’ computer knowledge and skills				Total
	Very poor	Poor	Good	Very good	
T Romana	3(12%)	12(48%)	9(36%)	1(4%)	25
Aizawl College	2(8%)	3(12%)	18(72%)	2(8%)	25
Hrangbana	1(4%)	5(20%)	15(60%)	4(16%)	25
Kolasib	0	6(24%)	16(64%)	3(12%)	25
Khawzawl	7(28%)	6(24%)	12(48%)	0	25
Champhai	0	5(20%)	18(72%)	2(8%)	25
Zirtiri	1(4%)	1(4%)	13(52%)	10(40%)	25
Aizawl North	1(4%)	2(8%)	18(72%)	4(16%)	25
J Thankima	0	2(8%)	20(80%)	3(12%)	25
Aizawl West	2(8%)	5(20%)	17(68%)	1(4%)	25
Johnson	0	2(8%)	19(76%)	4(16%)	25
Saitual	1(4%)	11(44%)	13(52%)	0	25
Mamit	4(16%)	3(12%)	17(68%)	1(4%)	25
Zawlnuam	1(4%)	1(4%)	22(88%)	1(4%)	25
Lawngtlai	0	1(4%)	23(92%)	1(4%)	25
Siaha	0	2(8%)	22(88%)	1(4%)	25
Kamalanagar	3(12%)	4(16%)	18(72%)	0	25
Serchhip	2(8%)	1(4%)	14(56%)	8(32%)	25
Lunglei	0	5(20%)	20(80%)	0	25
HATIM	1(4%)	3(12%)	21(84%)	0	25
J Buana	0	2(8%)	19(76%)	4(16%)	25
Hnahthial	0	8(32%)	17(68%)	0	25
PUC	0	5(20%)	18(72%)	2(8%)	25
<b>Total</b>	<b>29(5%)</b>	<b>95(17%)</b>	<b>399(69%)</b>	<b>52(9%)</b>	<b>575</b>

(Source: Primary Data)

### 5.7.2. Provision of Internet facilities in the library

The Internet has become an essential in the present digital era and it is become more important and essential for the library to access e-resources, online databases, and online services. To know the availability of Internet facilities in selected college libraries, data was collected from the respondents, and responses were tabulated in

Table 5.23. The analysis reveals that a maximum number of 87% (20) out of the total 23 colleges were provided internet facilities in the library whereas 13% (3) of three colleges namely Kamalanagar, Zawlnuam, and Khawzawl colleges did not offer internet facilities in the library. It would be good if these three libraries also provide Internet services in the library as an extended service and to facilitate the library users.

**Table 5.23. Provision of Internet facilities in the library**

	<b>Does the library provide an internet facility</b>
<b>Name of institution</b>	<b>Yes/No</b>
T Romana	Yes
Aizawl College	Yes
Hrangbana	Yes
Kolasib	Yes
Khawzawl	Yes
Champhai	Yes
Zirtiri	Yes
Aizawl North	Yes
J Thankima	Yes
Aizawl West	Yes
Johnson	Yes
Saitual	Yes
Mamit	Yes
Zawlnuam	No
Lawngtlai	No
Siaha	Yes
Kamalanagar	No
Serchhip	Yes
Lunglei	Yes
HATIM	Yes
J Buana	Yes
Hnahthial	Yes
PUC	Yes

(Source: Primary Data)

### 5.7.3 Satisfaction with the Internet speed provided by the library

The importance of internet speed in a library cannot be overstated in today's digital age. Libraries serve as hubs of knowledge and information. A fast internet connection ensures that users can quickly access digital resources such as e-books, academic journals, online databases, and educational websites. Slow internet speeds can lead to frustration and dissatisfaction among library users. Table 5.24 shows the satisfaction of the respondents about the internet speed and the overall analysis reveals that a maximum 63% (314) respondents were satisfied and 7% (34) were very satisfied with the existing speed of the Internet in the library. However, 25% (123) were unsatisfied, and 6% (29) were very unsatisfied with the overall internet speed in the library.

In college-wise analysis of internet speed satisfaction, HATIM college library stood first with 88% satisfactory response followed by Government J Thankima College Library and Pachhunga University College Library with 84% satisfactory responses, and the third highest percentage of satisfactory responses about the internet speed was found in three colleges namely Government Champhai College, Government Aizawl North college and Government Saiha college library with 80% responses however, the highest unsatisfactory response was reported in Khawzawl college (80%), the 2<sup>nd</sup> highest unsatisfactory speed was in Hrangbana college (36%) and 3 colleges (i.e. T Romana, Johnson, and Serchhip) received 32% unsatisfactory responses about the internet speed.

**Table 5.24. Satisfaction with the Internet speed provided by the library**

Name of institution	Rating the satisfaction of internet speed				Total
	Very Unsatisfactory	Unsatisfactory	Satisfactory	Very Satisfactory	
T Romana	2(8%)	8(32%)	14(56%)	1(4%)	25
Aizawl College	0	7(28%)	18(78%)	0	25
Hrangbana	1(4%)	9(36%)	14(56%)	1(4%)	25
Kolasib	2(8%)	7(28%)	14(56%)	2(8%)	25
Khawzawl	-	20(80%)	5(20%)	-	25
Champhai	1(4%)	2(8%)	20(80%)	2(8%)	25
Zirtiri	0	2(8%)	12(48%)	11(44%)	25
Aizawl North	1(5%)	4(16%)	20(80%)	0	25
J Thankima	1(4%)	1(4%)	21(84%)	2(8%)	25
Aizawl West	2(8%)	5(20%)	16(64%)	2(8%)	25
Johnson	1(4%)	8(32%)	14(56%)	2(8%)	25

Saitual	5(20%)	6(24%)	13(52%)	1(4%)	25
Mamit	4(16%)	7(28%)	12(48%)	2(8%)	25
Zawlnuam	-	-	-	-	-
Lawngtlai	-	-	-	-	-
Siaha	0	4(16%)	20(80%)	1(4%)	25
Kamalanagar					-
Serchhip	8(32%)	8(32%)	9(36%)	0	25
Lunglei	0	7(28%)	15(60%)	3(12%)	25
HATIM	1(4%)	2(8%)	22(88%)	0	25
J Buana	0	7(28%)	16(64%)	2(8%)	25
Hnahthial	0	7(28%)	18(72%)	0	23
PUC	0	2(8%)	21(84%)	2(8%)	25
<b>Total</b>	<b>29(6%)</b>	<b>123(25%)</b>	<b>314(63%)</b>	<b>34(7%)</b>	<b>500</b>

(Source: Primary Data)

#### 5.7.4. Awareness/Familiarity of UGC-NRC among the Users

UGC-NRC plays a significant role in promoting collaboration and enhancing the quality of education in higher educational institutions in India. UGC-NRC aims to facilitate networking and resource sharing among universities and colleges across the country. These centers provide support in various areas such as information and communication technology (ICT) infrastructure, e-learning, digital library services, and other educational resources. The researcher conducted a survey on the familiarity or the awareness of UGC-NRC by the college students and teachers. Table 5.25 depicts the level of awareness among the library users of selected colleges and analysis found that a large number of respondents 74% (424) across the state college under study were not aware/ familiar with the existence of UGC-NRC only a few 26% (151) out of 575 respondents aware about UGC-NRC.

The highest awareness about the UGC-NRC scheme was found in Aizawl College (72%) followed by Champhai, J Thankima, and Aizawl North College with 40% awareness among respondents however in Zawlnuam College 100% of respondents were not aware of the UGC-NRC scheme followed by Zirtiri college and Lawngtlai college (each 92%).



**Table 5.25. Awareness/ Familiarity of UGC-NRC by the respondents**

Name of institution	Awareness of UGC-NRC		Total
	Yes	No	
T Romana	9(36%)	16(64%)	25
Aizawl College	18(72%)	7(28%)	25
Hrangbana	4(16%)	21(84%)	25
Kolasib	8(32%)	17(68%)	25
Khawzawl	9(36%)	16(64%)	25
Champhai	11(44%)	14(56%)	25
Zirtiri	2(8%)	23(92%)	25
Aizawl North	11(44%)	14(56%)	25
J Thankima	11(44%)	14(56%)	25
Aizawl West	6(24%)	19(76%)	25
Johnson	10(40%)	15(60%)	25
Saitual	3(12%)	22(88%)	25
Mamit	3(12%)	22(88%)	25
Zawlnuam	0	25(100%)	25
Lawngtlai	2(8%)	23(92%)	25
Siaha	7(28%)	18(72%)	25
Kamalanagar	6(24%)	19(76%)	25
Serchhip	10(40%)	15(60%)	25
Lunglei	3(12%)	22(88%)	25
HATIM	4(16%)	21(84%)	25
J Buana	5(20%)	20(80%)	25
Hnahthial	4(16%)	21(84%)	25
PUC	5(20%)	20(80%)	25
<b>Total</b>	<b>151(26%)</b>	<b>424(74%)</b>	<b>575</b>

(Source: Primary Data)

**5.7.5. Usage of UGC-NRC by the Respondents**

UGC Network Resource Centre is an initiative under the University Grants Commission (UGC) of India. Its primary aim is to support higher education institutions by providing access to a range of academic resources and research materials. Overall, the UGC-NRC helps to enhance the academic and research capabilities of higher education institutions in India by improving access to and management of scholarly resources. Table 5.26 presents the utilization of UGC-NRC, with just 151 out of 575 respondents being acquainted with UGC-NRC. The table illustrates the utilization of UGC NRC. Among the 151 respondents, less than half of them were found to be utilizing UGC-NRC. Specifically, 47% (71) of the respondents reported using UGC-NRC, while the majority, 53% (80) of the respondents, indicated that they were not using UGC-NRC.

**Table 5.26. Usage of UGC-NRC by the Respondents (N= 151)**

<b>Name of institution</b>	<b>Usage of UGC - NRC</b>		<b>Total</b>
	<b>Yes</b>	<b>No</b>	
T Romana	5 (56%)	4 (44%)	9
Aizawl College	10 (56%)	8 (44%)	18
Hrangbana	2 (50%)	2 (50%)	4
Kolasib	4 (50%)	4 (50%)	8
Khawzawl	0	9 (100%)	9
Champhai	6 (55%)	5 (45%)	11
Zirtiri	1 (50%)	1 (50%)	2
Aizawl North	5 (45%)	6 (55%)	11
J Thankima	6 (55%)	5 (45%)	11
Aizawl West	3 (50%)	3 (50%)	6
Johnson	4 (40%)	6 (60%)	10
Saitual	2 (67%)	1 (33%)	3
Mamit	2 (67%)	1 (33%)	3
Zawlnuam	0	0	0
Lawngtlai	0	2 (100%)	2
Siaha	3 (42%)	4 (68%)	7
Kamalanagar	2 (40%)	4 (60%)	6
Serchhip	4 (40%)	6 (60%)	10
Lunglei	2 (67%)	1 (33%)	3
HATIM	2 (50%)	2 (50%)	4
J Buana	3 (60%)	2 (40%)	5
Hnahthial	2 (50%)	2 (50%)	4
PUC	3 (60%)	2 (40%)	5
<b>Total</b>	<b>71(47%)</b>	<b>80(53%)</b>	<b>151</b>

(Source: Primary data)

**5.7.6. Reason for not utilizing UGC-NRC in a college library**

An attempt was made to know the reasons for not utilizing UGC-NRC the library users in selected colleges and the respondents' answers were evaluated based on 8 parameters, namely, not available in our college, Lack of assistance by Library Staff, Frequent power cuts, Lack of training, Lack of proper internet connection, Irrelevant Information Sources, Aware of it but not interest, and computer system issue. The collected data presented in Table 5.27 and the overall examination revealed that 16% (22) of the respondents out of 134 were not utilizing UGC-NRC due to a computer system malfunction. Out of all the respondents, 45% (61) were not utilized due to their lack of interest in UGC-NRC. Nevertheless, 8% (10) of the respondents out of

134 did not utilize UGC-NRC because of irrelevant resources, while 7% (9) did not use it due to a lack of a good internet connection. Additionally, it was shown that a portion of the respondents, specifically 8% (11), were not utilizing UGC-NRC because they lacked the necessary training. As a result of frequent power cut-offs, a small percentage of the responders 2% (3) were unable to utilize it. Additionally, the data revealed that 3% (4) of respondents did not receive support from the library staff, and 10% (14) were unable to utilize resources since UGC-NRC was not available in the college library.

**Table 5.27. Reason for not utilizing UGC-NRC**

Name of institution	Computer System issue	Aware of it but not interested	Irrelevant Information Source	Lack of proper internet connection	Lack of training	Frequent power cut	Lack of assistance by Library Staff	Not available in our college	Total
T Romana	0	3(33%)	0	1(11%)	4(44%)	0	0	1(11%)	9
Aizawl College	0	5(29%)	0	1(6%)	0	0	1(6%)	10(59%)	17
Hrangbana	1(50%)	1(50%)	0	0	0	0	0	0	2
Kolasib	0	0	0	1(33%)	0	2(67%)	0	0	3
Khawzawl	7(78%)	1(11%)	0	0	1(11%)	0	0	0	9
Champhai	0	2(33%)	2(33%)	0	1(17%)	1(17%)	0	0	6
Zirtiri	0	0	0	0	1(100%)	0	0	0	1
Aizawl North	0	9(82%)	1(9%)	0	0	0	0	1(9%)	11
J Thankima	1(17%)	4(67%)	0	1(17%)	0	0	0	0	6
Aizawl West	0	3(100%)	0	0	0	0	0	0	3
Johnson	1(10%)	7(70%)	0	0	1(10%)	0	0	1(10%)	10
Saitual	0	2(67%)	1(33%)	0	0	0	0	0	3
Mamit	2(29%)	1(14%)	0	1(14%)	0	0	3(43%)	0	7
Lawngtlai	0	1(33%)	1(33%)	0	1(33%)	0	0	0	3
Siaha	1(14%)	3(43%)	3(43%)	0	0	0	0	0	7
Kamalanagar	0	5(83%)	0	1(17%)	0	0	0	0	6
Serchhip	8(80%)	2(20%)	0	0	0	0	0	0	10
Lunglei	0	3(100%)	0	0	0	0	0	0	3
HATIM	1(25%)	3(75%)	0	0	0	0	0	0	4
J Buana	0	1(20%)	2(40%)	2(40%)	0	0	0	0	5
Hnahthial	0	1(25%)	0	0	2(50%)	0	0	1(25%)	4
PUC	0	4(80%)	0	1(20%)	0	0	0	0	5
<b>Total</b>	<b>22(16%)</b>	<b>61(45%)</b>	<b>10(8%)</b>	<b>9(7%)</b>	<b>11(8%)</b>	<b>3(2%)</b>	<b>4(3%)</b>	<b>14(10%)</b>	<b>134</b>

(Source: Primary Data)

### 5.7.7. Rating the quality of UGC-NRC

The evaluation of the quality rating of UGC-NRC by the respondents is presented in Table 5.28. It was discovered that a majority of 52% (59) out of 142 respondents expressed satisfaction, while a smaller percentage of 3% (4) of the respondents expressed high satisfaction with the quality rating of UGC-NRC. However, 44% (63) expressed a fair level of satisfaction, while 6% (8) were dissatisfied and another 6% (8) were very dissatisfied with the quality assessment of UGC-NRC.

**Table 5.28. Rating the quality of UGC-NRC**

Name of institution	Parameters of UGC- NRC rating					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	1(11%)	0	6(67%)	2(22%)	0	9
Aizawl College	0	1(6%)	11(61%)	6(33%)	0	18
Hrangbana	0	0	1(33%)	1(33%)	1(33%)	3
Kolasib	0	0	2(25%)	6(75%)	0	8
Khawzawl	0	0	5(56%)	4(44%)	0	9
Champhai	0	0	5(71%)	2(28%)	0	7
Zirtiri	0	0	0	1(100%)	0	1
Aizawl North	0	0	7(64%)	4(36%)	0	11
J Thankima	1(17%)	1(17%)	1(17%)	2(33%)	1(17%)	6
Aizawl West	0	2(67%)	0	1(33%)	0	3
Johnson	0	2(20%)	1(10%)	7(70%)	0	10
Saitual	0	0	3(100%)	0	0	3
Mamit	0	0	7(100%)	0	0	7
Lawngtlai	0	1(33%)	1(33%)	0	1(33%)	3
Siaha	1(14%)	0	4(57%)	2(28%)	0	7
Kamalanagar	0	0	1(17%)	5(83%)	0	6
Serchhip	2(20%)	0	0	8(80%)	0	10
Lunglei	0	0	1(33%)	2(67%)	0	3
HATIM	0	1(25%)	1(25%)	2(50%)	0	4
J Buana	3(60%)	0	1(20%)	1(20%)	0	5
Hnahthial	0	0	4(100%)	0	0	4
PUC	0	0	1(20%)	3(60%)	1(20%)	5
<b>Total</b>	<b>8(6%)</b>	<b>8(6%)</b>	<b>63(44%)</b>	<b>59(52%)</b>	<b>4(3%)</b>	<b>142</b>

(Source: Primary Data)

### 5.7.8. Usage of E-Resources in the Library

Due to the progress of modern technology and the development of ICT infrastructure, students and teachers in the academic environment are now placing greater importance on e-learning, especially in the aftermath of the COVID-19

pandemic. Many students depend on e-books and electronic textbooks provided by library platforms to obtain the necessary course readings and additional resources. The researcher administered a survey and examined the collected data in Table 5.29. It was identified that nearly half of the respondents 48% (276) consisting of both students and teachers of all colleges were utilizing e-resources however the majority 52% (299) were not using e-resources in the library under study. In the context of e-resource usage in the library under study, Pachhunga University College had the highest utilization rate at 100% (25), followed by Government Hnahthial College at 84% (21), and followed by Government Saiha College at 76% (19) however Khawzawl College has the lowest (96%) usage followed by Zawlnuam college and Lawngtlai college (each 88%) usage of e-resources.

**Table 5.29. Usage of E-Resources in the Library**

Name of institution	Usage of E-Resources		Total
	Yes	No	
T Romana	15(60%)	10(40%)	25
Aizawl College	18(72%)	7(28%)	25
Hrangbana	15(60%)	10(40%)	25
Kolasib	8(32%)	17(68%)	25
Khawzawl	1(4%)	24(96%)	25
Champhai	7(28%)	18(72%)	25
Zirtiri	9(36%)	16(64%)	25
Aizawl North	5(20%)	20(80%)	25
J Thankima	12(48%)	13(52%)	25
Aizawl West\	9(36%)	16(64%)	25
Johnson	9(36%)	16(64%)	25
Saitual	1(4%)	24(24%)	25
Mamit	16(64%)	9(36%)	25
Zawlnuam	3(12%)	22(88%)	25
Lawngtlai	3(12%)	22(88%)	25
Siaha	19(76%)	6(24%)	25
Chawngte	5(20%)	20(80%)	25
Serchhip	13(52%)	12(48%)	25
LGC	8(32%)	17(68%)	25
HATIM	14(56%)	11(44%)	25
JB	17(68%)	8(32%)	25
Hnahthial	21(84%)	4(16%)	25
PUC	25(100%)	0	25
Total	<b>276(48%)</b>	<b>299(52%)</b>	<b>575</b>

(Source: Primary Data)

### 5.7.9. Awareness/ Familiarity with N-LIST by the users

The National Library and Information Services Infrastructure for Scholarly Content (N-LIST) program was launched by the INFLIBNET center and through this program INFLIBNET center provides access to e-resources to students, researchers, and faculty from colleges and other beneficiary institutions through servers and a huge quality educational and scholarly contents are accessible through this platform. The user's awareness of this program was examined and data was presented in Table 5.30. The analysis shows that just one-third (35%, 204 out of 575) of the respondents were familiar with N-LIST, while the rest (65%, 371) were not acquainted with it. Surprisingly, none of the respondents in some colleges, particularly Government Aizawl North College, Government Lawngtlai College, and Government Saitual College were found to be aware of N-LIST. The respondents' limited understanding of N-LIST may be attributed to a lack of orientation or training provided by the library staff.

**Table 5.30. Awareness/ Familiarity of N-LIST by the respondents**

Name of institution	Awareness of N-LIST		Total
	Yes	No	
T Romana	16(64%)	9(36%)	25
Aizawl College	3(12%)	22(88%)	25
Hrangbana	10(40%)	15(60%)	25
Kolasib	10(40%)	15(60%)	25
Khawzawl	15(60%)	10(40%)	25
Champhai	3(12%)	22(88%)	25
Zirtiri	5(20%)	20(80%)	25
Aizawl North	0	25(100%)	25
J Thankima	9(36%)	16(64%)	25
Aizawl West	5(20%)	20(80%)	25
Johnson	3(12%)	22(80%)	25
Saitual	0	25(100%)	25
Mamit	13(52%)	12(48%)	25
Zawlnuam	1(4%)	24(96%)	25
Lawngtlai	0	25(100%)	25
Siaha	15(60%)	10(40%)	25
Kamalanagar	6(24%)	19(76%)	25
Serchhip	18(72%)	7(28%)	25
LGC	3(12%)	22(88%)	25
HATIM	6(24%)	19(76%)	25
JBuana	20(80%)	5(20%)	25

Hnahtial	23(92%)	2(8%)	25
PUC	20(80%)	5(20%)	25
<b>Total</b>	<b>204(35%)</b>	<b>371(65%)</b>	<b>575</b>

(Source: Primary Data)

#### **5.7.10. Subscriptions of N-LIST in the Library**

Based on the researcher's observation and interaction with library professionals, Table 5.31 found that only two colleges, Government Khawzawl College and Government Lawngtlai College, were not subscribed to N-LIST. The remaining 21 colleges' libraries were currently subscribed to N-LIST. However, some respondents were not familiar with the availability of N-LIST in their college library due to a lack of training or orientation. The table below displays the subscription of N-LIST among colleges. It was found that 525 (21 colleges 91%) of the respondents under study mentioned that their library subscribed to the N-LIST whereas two colleges viz. Government Zawlnuam College and Government Lawngtlai College respondents said that their libraries were not subscribed to the N-LIST.

**Table 5.31 Subscriptions of N-LIST in the Library**

Name of institution	Subscriptions of N-LIST in the Library		Total
	Yes	No	
T Romana	25	0	25
Aizawl College	25	0	25
Hrangbana	25	0	25
Kolasib	25	0	25
Khawzawl	25	0	25
Champhai	25	0	25
Zirtiri	25	0	25
Aizawl North	25	0	25
J Thankima	25	0	25
Aizawl West	25	0	25
Johnson	25	0	25
Saitual	25	0	25
Mamit	25	0	25
Zawlnuam	0	25	25
Lawngtlai	0	25	25
Siaha	25	0	25
Chawngte	25	0	25
Serchhip	25	0	25
LGC	25	0	25
HATIM	25	0	25
JB	25	0	25
Hnahthial	25	0	25
PUC	25	0	25
<b>Total</b>	<b>525(91%)</b>	<b>50(9%)</b>	<b>575</b>

(Source: Primary Data)

**5.7.11. Satisfaction with the E-resources provided through N-LIST**

As it is mentioned that colleges are getting a very good quality of information resources through N –LIST program of INFLIBNET and it was also discussed that 21 college libraries were participation in the N-LIST program. Now a question arises about the satisfaction with the e-resources provided through the N-LIST program from the users of selected collages. The researcher performed a survey, to determine the satisfaction level of N-LIST by the Library users. Due to the different issues and challenges faced by the respondents out of 575 respondents, not even half of the respondents 37% (212) responded to the questions, and also the response rate differed with different colleges. Some of the colleges responded 23 out of 25, some



colleges responded 20 out of 25 however some colleges responded only 1 out of 25 so on and so forth. The respondents' answers were evaluated based on 5 key parameters viz. very satisfied, satisfied, fairly satisfied, unsatisfied, and very unsatisfied, and their response was presented in Table. 36 analysis shows that the overall satisfaction with e-resources provided by N-LIST was 47% (99) satisfied out of 212 respondents and 14% (29) very satisfied, however out of 212 respondents 30% (64) were fairly satisfied and only 4% (9) were not satisfied followed by 6% (12) of the respondents were very unsatisfied with the e-resources which N-LIST provides.

This table also reveals that the highest response rate among all colleges was found at Government Hnahthial College with 23(92%) responses out of 25 and the satisfaction level was 48% satisfied and 30% very satisfied, this means that Government Hnahthial College satisfied with e-resources provided by N-LIST,

The second-highest response rate was found in two colleges Government J Buana College and Pachhunga University College with 20 (80%) responses out of 25, in addition, their satisfaction level of N-LIST was 55% satisfied and 35% very satisfied at Pachhunga University College and 40% satisfied and 25% very satisfied at Government J Buana College.

The third highest response rate was found in the Government Khawzawl College with 19 (76%) out of 25 and the satisfaction level was 63% satisfied and 37% fairly satisfied with e-resources provided by N-LIST.

**Table 5.32 Satisfaction with the E-resources provided by N-LIST**

Name of institution N=20	Satisfaction of N-List					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana N=16	1(6%)	2(13%)	10(63%)	3(19%)	0	16
Aizawl College N=3	1(33%)	0	2(68%)	0	0	3
Hrangbana N=10	0	0	3(30%)	7(70%)	0	10
Kolasib N=10	1(10%)	0	4(40%)	5(50%)	0	10
Khawzawl N=19	0	0	7(37%)	12(63%)	0	19

Champhai N=1	0	0	0	1(100%)	0	1
Zirtiri N=8	0	1(13%)	3(38%)	3(38%)	1(12%)	8
J Thankima N=9	0	0	1(10%)	8(90%)	0	9
Aizawl West N=6	2(33%)	0	2(33%)	2(33%)	0	6
Johnson N=3	0	0	1(33%)	2(67%)	0	3
Mamit N=13	3(23%)	2(15%)	3(23%)	5(39%)	0	13
Zawlnuam N=1	0	0	0	1(100%)	0	1
Siaha N=15	1(7%)	0	8(53%)	5(33%)	1(7%)	15
Chawngte N=7	0	2(29%)	3(42%)	2(29%)	0	7
Serchhip N=18	2(11%)	0	1(7%)	9(50%)	6(33%)	18
LGC N=4	0	0	1(25%)	2(50%)	1(25%)	4
HATIM N=7	0	0	4(57%)	2(29%)	1(14%)	7
JB N=20	1(5%)	2(10%)	4(20%)	8(40%)	5(25%)	20
Hnahthial N=23	0	0	(22%)5	11(48%)	7(30%)	23
PUC N=20	0	0	2(10%)	11(55%)	7(35%)	20
<b>Total</b>	<b>12(6%)</b>	<b>9(4%)</b>	<b>64(30%)</b>	<b>99(47%)</b>	<b>29(14%)</b>	<b>213</b>

(Source: Primary Data)

## 5.8. SATISFACTION WITH LIBRARY RESOURCES AND SERVICES

Library resources encompass a wide range of materials that libraries provide to support learning, research, and information needs. Here's a more detailed breakdown of library resources, and some common relevant types of resources and collections that would be focused on and emphasized like textbooks, references, journals, magazines, periodicals, e-resources, etc. Furthermore, it also includes library services viz. circulation, reference service, reprographic, internet, bound volumes, overnight reference services, IR, question banks, etc. The level of satisfaction was measured using a five-point Likert Scale of (1) Very Satisfied (2) Satisfied, (3) Fairly Satisfied, (4) Unsatisfied, and (5) Very Unsatisfied.

### 5.8.1 Users' Satisfaction with Collection of Textbooks

Textbooks play a vital role in academic institutions by serving as fundamental instruments for teaching and learning. They help students understand and remember the subject matter, and contribute to their academic success and development. The library users' satisfaction with the textbook collection was examined in the selected colleges and collected data was presented in Table 5.37. The overall analysis of data reveals that more than half 52% (299) respondents were satisfied and 18% (106) were very satisfied with the collection of textbooks in the library. However, 24% (135) were fairly satisfied and 5% (29) were unsatisfied followed by 1% (6) very unsatisfied with the collection of textbooks in the library.

Furthermore, in this collection of textbooks the highest percentage of satisfied users was found in Government Hnahthial College at 88% (22), and the second highest percentage of satisfied respondents was found in Government Aizawl College at 80% (20) and followed by Pachhunga University college at 76% (19) however highest unsatisfied respondents reported in Siaha college (24%) followed by T Romana college (16%) and Lawngtlai college (16%).

**Table 5.33 Distribution of Users' Satisfaction on Collection of Text Books**

Name of institution	Level of satisfaction					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	1(4%)	4(16%)	9(36%)	8(32%)	3(12%)	25
Aizawl College	0	0	4(16%)	20(80%)	1(4%)	25
Hrangbana	0	1(4%)	6(24%)	16(54%)	2(8%)	25
Kolasib	0	2(8%)	9(36%)	9(36%)	5(20%)	25
Khawzawl	0	0	9(36%)	10(40%)	6(24%)	25
Champhai	0	0	2(8%)	12(48%)	11(44%)	25
Zirtiri	0	0	2(8%)	8(32%)	15(60%)	25
Aizawl North	0	0	4(16%)	17(68%)	4(16%)	25
J Thankima	0	2(8%)	8(32%)	8(32%)	7(28%)	25
Aizawl West	1(4%)	0	8(32%)	12(48%)	4(16%)	25
Johnson	0	1(4%)	9(36%)	10(40%)	5(20%)	25
Saitual	0	0	5(20%)	16(64%)	4(16%)	25
Mamit	0	1(4%)	5(20%)	10(40%)	9(36%)	25
Zawlnuam	0	1(4%)	11(44%)	12(48%)	1(4%)	25
Lawngtlai	0	4(16%)	4(16%)	17(68%)	0	25
Siaha	0	6(24%)	4(16%)	13(52%)	2(8%)	25
Kamalanagar	1(4%)	2(8%)	3(12%)	18(72%)	1(4%)	25
Serchhip	2(8%)	1(4%)	9(36%)	11(44%)	2(8%)	25
Lunglei	1(4%)	2(8%)	6(24%)	8(32%)	8(32%)	25
HATIM	0	1(4%)	10(40%)	11(44%)	3(12%)	25

J Buana	0	0	4(16%)	12(48%)	9(36%)	25
Hnahthial	0	1(4%)	2(8%)	22(88%)	0	25
PUC	0	0	2(8%)	19(76%)	4(16%)	25
<b>Total</b>	<b>6(1%)</b>	<b>29(5%)</b>	<b>135(24%)</b>	<b>299(52%)</b>	<b>106(18%)</b>	<b>575</b>

(Source: Primary Data)

### 5.8.2. Users' Satisfaction with Reference Books Collection

Reference books are fundamental components of library collections, serving a variety of purposes and fulfilling crucial roles in fulfilling the information needs of users. Reference books provide concise and precise information on a wide range of topics. It is also an essential component of library collections due to their role in providing quick, reliable, comprehensive, and authoritative information across various subjects. The library users' satisfaction with the reference book collections was examined in the selected collages and collected data was presented in Table 5.38 overall analysis of data revealed that 49% (279) were satisfied and 12% (70) were very satisfied with the collection of reference books however one-third 30% (175) of the respondents were fairly satisfied, 9% (49) unsatisfied followed by only 0.3% (2) were very unsatisfied with the collection of reference books in the library under study.

In addition, the findings show that the highest percentage of satisfied users was found in Government Aizawl College at 80% (20), and the second-highest percentage of satisfied respondents was found in Pachhunga University College at 76% (19) with the third top rank of satisfied respondents was also found in Government Lawngtlai college at 64% (16). However highest number of unsatisfied respondents was reported in Siaha College (32%) followed by Kolasib College (20%) and Lawngtlai College (16%).

**Table 5.34. Users' Satisfaction with Reference Books Collections**

Name of institution	Level of satisfaction					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	0	4(16%)	7(28%)	12(48%)	2(8%)	25
Aizawl College	0	1(4%)	3(12%)	20(80%)	1(4%)	25
Hrangbana	0	4(16%)	4(16%)	14(56%)	3(12%)	25
Kolasib	0	5(20%)	10(40%)	7(28%)	3(12%)	25
Khawzawl	0	3(12%)	10(40%)	6(24%)	6(24%)	25
Champhai	0	2(8%)	6(24%)	14(56%)	3(12%)	25
Zirtiri	0	0	1(4%)	11(44%)	13(52%)	25
Aizawl North	0	2(8%)	8(32%)	14(56%)	1(4%)	25

J Thankima	0	1(4%)	10(40%)	9(36%)	5(20%)	25
Aizawl West	0	1(4%)	9(36%)	12(48%)	3(12%)	25
Johnson	0	1(4%)	10(40%)	11(44%)	3(12%)	25
Saitual	0	1(4%)	8(32%)	14(56%)	2(8%)	25
Mamit	0	2(8%)	9(36%)	11(44%)	3(12%)	25
Zawlnuam	0	2(8%)	9(36%)	12(48%)	2(8%)	25
Lawngtlai	0	4(16%)	4(16%)	16(64%)	1(4%)	25
Siaha	0	8(32%)	4(16%)	12(48%)	1(4%)	25
Kamalanagar	0	2(8%)	10(40%)	13(52%)	0	25
Serchhip	2(8%)	0	14(56%)	9(36%)	0	25
Lunglei	0	2(8%)	9(36%)	8(32%)	6(24%)	25
HATIM	0	1(4%)	8(32%)	12(48%)	4(16%)	25
J Buana	0	2(8%)	5(20%)	14(56%)	4(16%)	25
Hnahthial	0	1(4%)	14(56%)	9(36%)	1(4%)	25
PUC	0	0	3(12%)	19(76%)	3(12%)	25
<b>Total</b>	<b>2(0.3%)</b>	<b>49(9%)</b>	<b>175(30%)</b>	<b>279(49%)</b>	<b>70(12%)</b>	<b>575</b>

(Source: Primary Data)

### 5.8.3 Users' Satisfaction with Journal Collections

Journals are vital sources of information for students, professors, and professionals who want to stay up-to-date with the most recent advancements in their respective areas of expertise. Journals give and support lifelong learning, professional development, and continuous improvement by offering access to current research and scholarly literature as these are the primary source of information. The library users' satisfaction with the journal collections in respective libraries was examined in the selected collages and collected data was presented in Table-5.39 and overall analysis shown that 39% (226) respondents were satisfied and 7% (43) were very satisfied with the journal collections in the library. Further, 32% (185) respondents were fairly satisfied, 20% (117) unsatisfied and 0.7% (7) of respondents were very unsatisfied with the collection of journals in the library. The overall analysis of the table illustrates that a maximum number of the respondents were not satisfied with the collection and subscription of journals in the college library under study.

In this case, the analysis of data depicts that the highest rank of satisfied users in the collection of journals was found in Pachhunga University College library at 76% (19) the second highest rank was found in Government Aizawl College library at 72% (18) however the third highest rank was found in three colleges namely Government Saitual college, Government Champhai college and Higher and technical institute Mizoram (HATIM) library at 56% (14). However, the highest

dissatisfaction was found in Khawzawl College (60%), followed by Govt, Kamalanagar College (52%), and Govt. Zirtiri Resi. Sc. College (40%).

**Table 5.35 Users' Satisfaction with Journal Collections**

Name of institution	Level of satisfaction					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	0	6(24%)	15(60%)	2(8%)	2(8%)	25
Aizawl College	0	3(12%)	4(16%)	18(72%)	0	25
Hrangbana	0	4(16%)	7(28%)	13(52%)	1(4%)	25
Kolasib	0	8(32%)	7(28%)	6(24%)	4(16%)	25
Khawzawl	0	15(60%)	2(8%)	5(20%)	3(12%)	25
Champhai	0	2(8%)	6(24%)	14(56%)	3(12%)	25
Zirtiri	0	10(40%)	6(24%)	8(32%)	1(4%)	25
Aizawl North	0	8(32%)	8(32%)	9(36%)	0	25
J Thankima	0	0	9(36%)	10(40%)	6(24%)	25
Aizawl West	0	3(12%)	8(32%)	13(52%)	1(4%)	25
Johnson	0	2(8%)	10(40%)	10(40%)	3(12%)	25
Saitual	0	1(4%)	8(32%)	14(56%)	2(8%)	25
Mamit	0	8(32%)	8(32%)	8(32%)	1(4%)	25
Zawlnuam	1(4%)	5(20%)	8(32%)	11(44%)	0	25
Lawngtlai	0	5(20%)	16(64%)	4(16%)	0	25
Siaha	0	7(28%)	6(24%)	12(48%)	0	25
Kamalanagar	0	13(52%)	2(8%)	10(40%)	0	25
Serchhip	2(8%)	4(16%)	9(36%)	10(40%)	0	25
Lunglei	0	4(16%)	9(36%)	5(20%)	7(28%)	25
HATIM	0	2(8%)	6(24%)	14(56%)	3(12%)	25
J Buana	1(4%)	2(8%)	11(44%)	7(28%)	4(16%)	25
Hnahthial	0	4(16%)	17(68%)	4(16%)	0	25
PUC	0	1(4%)	3(12%)	19(76%)	2(8%)	25
<b>Total</b>	<b>4(0.7%)</b>	<b>117(20%)</b>	<b>185(32%)</b>	<b>226(39%)</b>	<b>43(7%)</b>	<b>575</b>

(Source: Primary Data)

#### 5.8.4. Users' Satisfaction with Newspapers Collections

Subscriptions of newspapers are valuable resources in academic libraries, providing current affairs, historical documentation, diverse perspectives, and educational materials. The newspaper also supports research, education, civic engagement, and cultural understanding, enriching the library experience and contributing to the intellectual enrichment of library users. Local regional and national newspapers cover news and events specific to a particular area or community. They provide insights into local politics, issues, events, and culture, serving as essential sources of

information for students/ faculty and community members. The library users' satisfaction with the newspaper collections in respective libraries was examined in the selected collages and collected data was presented in Table 5.40 analysis discloses that 32% (188) out of 575 respondents were satisfied while only 10% (57) were very satisfied with the subscription to a newspaper in the library. However, 35% (201) were fairly satisfied 21% (122) unsatisfied and 1% (7) were very unsatisfied with the collection of newspapers in the library. The overall analysis shows that the majority of respondents from different colleges were not satisfied with the collection of newspapers in the library.

Additionally, the analysis depicts that the highest number of satisfied users was found in Government Aizawl West College at 76% (19) and the second highest satisfied users were found in Government Aizawl College at 60% (15) followed by the third highest satisfied users was found in Pachhunga university college library at 52% (13) with the newspapers collections, however, the highest un-satisfaction was found in Government Kamalanagar College (72%) and Government Khawzawl College (64%), however in three colleges (Zirtiri, Zawlnuam, and Hnahthial Colleges) have 40% un-satisfaction with the newspapers collections of the library.

**Table 5.36 Users' Satisfaction with the Newspapers Collections**

Name of institution	Level of Satisfaction					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	0	4(16%)	15(60%)	4(16%)	2(8%)	25
Aizawl College	0	3(12%)	6(24%)	15(60%)	1(4%)	25
Hrangbana	1(4%)	6(24%)	6(24%)	10(40%)	2(8%)	25
Kolasib	0	4(16%)	8(32%)	10(40%)	3(12%)	25
Khawzawl	0	16(64%)	2(8%)	4(16%)	3(12%)	25
Champhai	0	5(20%)	6(24%)	13(52%)	1(4%)	25
Zirtiri	0	10(40%)	4(16%)	9(36%)	2(8%)	25
Aizawl North	0	3(12%)	7(28%)	11(44%)	4(16%)	25
J Thankima	0	0	14(56%)	4(16%)	7(28%)	25
Aizawl West	0	1(4%)	3(12%)	19(76%)	2(8%)	25
Johnson	0	1(4%)	10(40%)	12(48%)	2(8%)	25
Saitual	0	2(8%)	14(56%)	7(28%)	2(8%)	25
Mamit	0	7(28%)	11(44%)	4(16%)	3(12%)	25
Zawlnuam	2(8%)	10(40%)	11(44%)	2(8%)	0	25
Lawngtlai	0	6(24%)	19(76%)	0	0	25
Siaha	1(4%)	6(24%)	6(24%)	12(48%)	0	25

Kamalanagar	0	18(72%)	2(8%)	5(20%)	0	25
Serchhip	2(8%)	0	13(52%)	10(40%)	0	25
Lunglei	1(4%)	5(20%)	4(16%)	6(24%)	9(36%)	25
HATIM	0	2(8%)	5(20%)	11(44%)	7(28%)	25
J Buana	0	3(12%)	16(64%)	3(12%)	3(12%)	25
Hnahthial	0	10(40%)	11(44%)	4(16%)	0	25
PUC	0	0	8(32%)	13(52%)	4(16%)	25
<b>Total</b>	<b>7(1%)</b>	<b>122(21%)</b>	<b>201(35%)</b>	<b>188(32%)</b>	<b>57(10%)</b>	<b>575</b>

(Source: Primary Data)

#### 5.8.5. Users' Satisfaction with E-Resources Collections

E-resources, or electronic resources, play a crucial role in modern libraries due to their numerous advantages and benefits. E-resources provide access to a vast array of materials, including e-books, academic journals, research articles, databases, multimedia resources, and more. This broadens the scope of available information for library users, unlike traditional print materials, e-resources are accessible anytime, anywhere, as long as users have an internet connection. This flexibility enables users to retrieve information at their convenience, catering to different learning styles and schedules. The library users' satisfaction with the e-resources collections in respective libraries was examined in the selected collages and collected data was presented in Table-5.41 and comprehensive analysis of data identified that one-third 31% (178) were satisfied and only 7% (38) were very satisfied with the collection of e-resources in the library nevertheless 34% (194) fairly satisfied and 27% (155) unsatisfied followed by 2% (10) very unsatisfied with a collection of e-resources in the library respectively. As indicated by the responses of the respondents, the state colleges under investigation were not satisfied with the overall accumulation of electronic resources. Furthermore, the scholar noted that a significant number of colleges, with the exception of two colleges (Zawlnuam and Lawngtlai College) whose libraries were not subscribed to N-LIST, held this view. At this point, N-LIST is the only electronic resource collected and subscribed by the college library but some of the college library professionals encouraged their users to make use of the National Digital Library of India (NDLI) as well.

Furthermore, the highest rank percentage of satisfied users towards collection of e-resources was found in Pachhunga University College at 84% (21) out of 25



respondents, at this moment Pachhunga University College library is the largest, the oldest and the most advanced library across the state. The second highest percentage of satisfied users was found in two colleges namely Government Aizawl College and HATIM college at 52% (13) and the third highest satisfied users were found in two colleges that is Government Champhai College and Government J Buana College at 48% (12), however in Lawngtlai college reported 100% un-satisfactions with e-resources collections followed by Zawlnuam Collage (72%) and Government Kamalanagar college (64%) un-satisfaction with the e-resource collections of the library.

**Table 5.37 Users' Satisfaction with the Collection of E-Resources**

Name of institution	Level of Satisfaction					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	2(8%)	4(16%)	7(28%)	10(40%)	2(8%)	25
Aizawl College	0	5(20%)	7(28%)	13(52%)	0	25
Hrangbana	0	6(24%)	8(32%)	9(36%)	2(8%)	25
Kolasib	0	10(40%)	6(24%)	5(20%)	4(16%)	25
Khawzawl	0	7(28%)	10(40%)	3(12%)	5(20%)	25
Champhai	0	3(12%)	10(40%)	12(48%)	0	25
Zirtiri	0	11(44%)	9(36%)	3(12%)	2(8%)	25
Aizawl North	0	8(32%)	9(36%)	8(32%)	0	25
J Thankima	0	1(4%)	11(44%)	10(40%)	3(12%)	25
Aizawl West	0	0	11(44%)	13(52%)	1(4%)	25
Johnson	4(16%)	6(24%)	8(32%)	7(28%)	0	25
Saitual	0	3(12%)	16(64%)	4(16%)	2(8%)	25
Mamit	0	6(24%)	10(40%)	7(28%)	2(8%)	25
Zawlnuam	0	18(72%)	7(28%)	0	0	25
Lawngtlai	0	25(100%)	0	0	0	25
Siaha	0	8(32%)	11(44%)	6(24%)	0	25
Kamalanagar	0	16(64%)	3(12%)	5(20%)	1(4%)	25
Serchhip	2(8%)	5(20%)	11(44%)	7(28%)	0	25
Lunglei	2(8%)	4(16%)	8(32%)	4(16%)	7(28%)	25
HATIM	0	4(16%)	5(20%)	13(52%)	3(12%)	25
J Buana	0	2(8%)	8(32%)	12(48%)	3(12%)	25
Hnahthial	0	1(4%)	18(72%)	6(24%)	0	25
PUC	0	2(8%)	1(4%)	21(84%)	1(4%)	25
<b>Total</b>	<b>10(2%)</b>	<b>155(27%)</b>	<b>194(34%)</b>	<b>178(31%)</b>	<b>38(7%)</b>	<b>575</b>

(Source: Primary Data)

### 5.8.6. Users' Satisfaction with Magazines Collections

Magazines play a vital role in library collections by providing current, recreational, and educational needs of library users. Unlike books, which may take months or even years to publish, magazines are often published on a weekly, bi-weekly, or monthly basis, making them an excellent source for the latest news, trends, and developments in various fields such as technology, fashion, sports, health, and culture, etc. Magazines offer a source of entertainment and relaxation for library users seeking lighter reading material. The analysis of the users' satisfaction with the magazines collections of the libraries was presented in Table 5.42 and the analysis exhibited that only one-third 33% (192) were satisfied and 9% (50) were very satisfied with the collection of magazines in the library however, 30% (171) were fairly satisfied and 27% (155) were unsatisfied followed by 1% (7) were very unsatisfied with the collection of magazines in the library respectively. It is also determined and inferred from the table that a large number of respondents from different colleges were not satisfied with the collection of magazines in the library.

Remarkably, the highest percentage of satisfied respondents were found in the only constituent college Pachhunga University College at 72%(18) the second highest percentage of satisfied users was found in two colleges Government Aizawl College and Government Champhai College at 60%(15) and the third highest percentage of satisfied users were also found in three colleges namely Government Hrangbana college, government Aizawl west college, and government Saitual college at 52%(13) respectively. However, Lawngtlai College reported the highest unsatisfactions (88%) with magazine collections followed by Khawzawl Collage (64%) and Hnahthial College (36%) un-satisfaction with the e-resource collections of the library.

**Table 5.38 Users' Satisfaction with Magazines the Collection**

Name of institution	Level of Satisfaction					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	1(4%)	3(12%)	14(56%)	5(20%)	2(20%)	25
Aizawl College	0	3(12%)	7(28%)	15(60%)	0	25

Hrangbana	1(4%)	5(20%)	4(16%)	13(52%)	2(8%)	25
Kolasib	0	5(20%)	7(28%)	11(44%)	2(8%)	25
Khawzawl	0	16(64%)	2(8%)	4(16%)	3(12%)	25
Champhai	0	3(12%)	3(12%)	15(60%)	4(16%)	25
Zirtiri	0	12(12%)	6(24%)	4(16%)	3(12%)	25
Aizawl North	0	5(20%)	8(32%)	10(40%)	2(8%)	25
J Thankima	0	6(24%)	10(40%)	5(20%)	4(16%)	25
Aizawl West	0	1(4%)	8(32%)	13(52%)	3(12%)	25
Johnson	1(4%)	7(28%)	7(28%)	10(40%)	0	25
Saitual	0	1(4%)	8(32%)	13(52%)	3(12%)	25
Mamit	1(4%)	6(24%)	8(32%)	6(24%)	4(16%)	25
Zawlnuam	1(4%)	7(28%)	13(52%)	4(16%)	0	25
Lawngtlai	0	22(88%)	3(12%)	0	0	25
Siaha	0	7(28%)	7(28%)	10(40%)	1(4%)	25
Kamalanagar	0	17(17%)	3(12%)	5(20%)	0	25
Serchhip	2(8%)	3(12%)	12(48%)	8(32%)	0	25
Lunglei	0	5(20%)	5(20%)	6(24%)	9(36%)	25
HATIM	0	3(12%)	6(24%)	12(48%)	4(16%)	25
J Buana	0	7(28%)	12(48%)	3(12%)	3(12%)	25
Hnahthial	0	9(36%)	14(56%)	2(8%)	0	25
PUC	0	2(8%)	4(16%)	18(72%)	1(4%)	25
<b>Total</b>	<b>7(1%)</b>	<b>155(27%)</b>	<b>171(30%)</b>	<b>192(33%)</b>	<b>50(9%)</b>	<b>575</b>

(Source: Primary Data)

## 5.9. SATISFACTION WITH LIBRARY FACILITIES AND SERVICES

### 5.9.1. Users' Satisfaction with the Library Service of Circulation section

Circulation service in a library serves as the heartbeat of the institution, playing a vital role in its functioning and serving as a bridge between the library's resources and its users. Besides, one of the primary functions of the circulation service is to facilitate the borrowing and returning of library materials. This includes issuing library cards, checking out items, renewing loans, and handling returns. The analysis of the users' satisfaction with the circulation service of the libraries was presented in Table-5.43 and overall analysis observed that a maximum number of 54% (313) were satisfied and 26% (149) were very satisfied with the circulation services among all college libraries. However, 16% (94) were fairly satisfied, 3% (17) were unsatisfied and a very insignificant amount of percentage that is 0.3 % (2) were very unsatisfied with circulation service. The analysis illustrates that many respondents from all colleges were tremendously satisfied with the services rendered by the circulation section.

Notably, the highest percentage of satisfied users among all colleges was found in three colleges viz. Government Hnahthial College, Government J Buana College, and Government Lawngtlai College Library at 80% (20), and the second-highest number of satisfied users were found in Government Mamit College at 76% (19) followed by Government Aizawl College at 68% (17). However, Siaha College reported the highest dissatisfaction (16%) with this service followed by Government Khawzawl College and Government Zawlnuam College (each 12%) with dissatisfaction with the circulation service of the library.

**Table 5.39 Users' Satisfaction with Circulation Service**

Name of institution	Level of Satisfaction					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	0	0	10(40%)	11(44%)	4(16%)	25
Aizawl College	0	0	4(16%)	17(68%)	4(16%)	25
Hrangbana	0	1(4%)	3(12%)	16(64%)	5(20%)	25
Kolasib	0	2(8%)	4(16%)	10(40%)	9(36%)	25
Khawzawl	0	3(12%)	1(4%)	14(56%)	7(28%)	25
Champhai	0	0	1(4%)	9(36%)	15(60%)	25
Zirtiri	0	0	1(4%)	7(28%)	17(68%)	25
Aizawl North	0	1(4%)	1(4%)	17(68%)	6(24%)	25
J Thankima	0	0	7(28%)	6(24%)	12(48%)	25
Aizawl West	0	0	4(16%)	9(36%)	12(48%)	25
Johnson	0	1(4%)	10(40%)	11(44%)	3(12%)	25
Saitual	0	0	5(20%)	12(48%)	8(32%)	25
Mamit	0	0	3(12%)	19(76%)	3(12%)	25
Zawlnuam	0	3(12%)	9(36%)	11(44%)	2(8%)	25
Lawngtlai	0	0	5(20%)	20(80%)	0	25
Siaha	0	4(16%)	6(24%)	13(52%)	2(8%)	25
Kamalanagar	0	2(8%)	3(12%)	17(68%)	3(12%)	25
Serchhip	2(8%)	0	10(40%)	10(40%)	3(12%)	25
Lunglei	0	0	2(8%)	14(56%)	9(36%)	25
HATIM	0	0	2(8%)	14(56%)	9(36%)	25
J Buana	0	0	1(4%)	20(80%)	4(16%)	25
Hnahthial	0	0	1(4%)	20(80%)	4(16%)	25
PUC	0	0	1(4%)	16(64%)	8(32%)	25
<b>Total</b>	<b>2(0.3%)</b>	<b>17(3%)</b>	<b>94(16%)</b>	<b>313(54%)</b>	<b>149(26%)</b>	<b>575</b>

(Source: Primary Data)

### 5.9.2. Users' Satisfaction with Reference Service

Reference services in libraries play an essential role in facilitating access to information, supporting users, and promoting lifelong learning. Moreover, to general

reference books, the reference section may contain specialized reference materials, specific disciplines, or subject areas. This could include subject-specific encyclopaedias, handbooks, directories, bibliographies, and guides that offer in-depth information and resources within a particular field. The analysis of the users' satisfaction with the reference service of the libraries was presented in Table 5.44 and analysis reveals that a total of 49% (281) of the respondents expressed satisfaction with the library service of the reference section at the college under investigation, with 13% (74) indicating high satisfaction. Nevertheless, 8% (45) of the respondents were dissatisfied with the reference service provided by all colleges, while 30% (172) were fairly satisfied.

In this satisfaction of Reference service, the highest percentage of satisfied users were found in Lunglei Government College at 76% (19), and the second highest satisfied users were seen in two colleges namely Government Aizawl College and Pachhunga University College at 72% (18) and the third highest satisfied respondents go to Government Aizawl college at 68% (17). However, Khawzawl College reported the highest un-satisfactions (48%) with this service followed by Zawlnuam College (36%), Siaha and Kamalanagar Colleges (each 16%) un-satisfaction with the reference service of the library.

**Table 5.40. Users' Satisfaction with the Library Service of Reference Section**

Name of institution	Level of Satisfaction					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	0	0	13(52%)	10(40%)	2(8%)	25
Aizawl College	0	0	4(4%)	18(72%)	3(12%)	25
Hrangbana	0	0	10(40%)	12(48%)	3(12%)	25
Kolasib	0	2(8%)	6(24%)	15(60%)	2(8%)	25
Khawzawl	0	12(48%)	1(4%)	7(28%)	5(20%)	25
Champhai	0	1(4%)	3(12%)	16(64%)	5(20%)	25
Zirtiri	0	0	3(12%)	7(28%)	15(60%)	25
Aizawl North	0	2(8%)	5(20%)	17(68%)	1(4%)	25
J Thankima	0	1(4%)	9(36%)	10(40%)	5(20%)	25
Aizawl West	0	0	4(16%)	14(56%)	7(28%)	25
Johnson	0	3(12%)	6(24%)	14(56%)	2(8%)	25
Saitual	0	1(4%)	10(40%)	11(44%)	3(12%)	25
Mamit	0	2(8%)	12(48%)	10(40%)	1(4%)	25
Zawlnuam	1(4%)	9(36%)	5(20%)	10(40%)	0	25

Lawngtlai	0	3(12%)	21(84%)	1(4%)	0	25
Siaha	0	4(16%)	8(32%)	13(52%)	0	25
Kamalanagar	0	4(16%)	9(36%)	12(48%)	0	25
Serchhip	2(8%)	0	12(48%)	10(40%)	1(4%)	25
Lunglei	0	0	2(8%)	19(76%)	4(16%)	25
HATIM	0	0	5(20%)	15(60%)	5(20%)	25
J Buana	0	1(4%)	8(32%)	12(48%)	4(16%)	25
Hnahthial	0	0	15(60%)	10(40%)	0	25
PUC	0	0	1(4%)	18(72%)	6(24%)	25
<b>Total</b>	<b>3(0.5%)</b>	<b>45(8%)</b>	<b>172(30%)</b>	<b>281(49%)</b>	<b>74(13%)</b>	<b>575</b>

(Source: Primary Data)

### 5.9.3. Users' Satisfaction with Reprographic Services

Reprographic services in a library involve the provision of facilities and equipment for copying, printing, scanning, and other document reproduction activities. The services in a library play a vital role in supporting users' information needs by providing convenient access to document reproduction facilities and resources. The analysis of the users' satisfaction with the reprographic service of the libraries was presented in Table 5.45 and overall analysis of data reveals that 40% (227) were satisfied and 11% (64) were very satisfied with the library service of reprographic in a college library. Nevertheless, 33% (190) were fairly satisfied, 13% (72) were not satisfied and 4% (22) were very unsatisfied with the reprographics service provided by the college library under study. It is also inferred and shows that just half of the respondents were satisfied and the other half of the respondents were fairly satisfied with the reprographic service.

Furthermore, it is also highlighted by the researcher that the highest satisfied users among all the colleges were found in two colleges namely Government Aizawl West College and Pachhunga University College at 72% (18) and the second highest college was found in Government Aizawl College at 56% (14) followed by three colleges namely Government Hnahthial college, Government Khawzawl college and HATIM college at 52% (13). However, the highest un-satisfaction was observed in Lawngtlai College with 64% very unsatisfactory and 32% unsatisfactory followed by Kamalanagar College (48%), and Zawlnuam Colleges (36%) un-satisfaction with the reprographic services of the library.

**Table 5.41. Users' Satisfaction with Reprographic Services**

Name of institution	Level of Satisfaction					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	1(4%)	3(12%)	13(52%)	6(24%)	2(8%)	25
Aizawl College	0	1(4%)	9(36%)	14(56%)	1(4%)	25
Hrangbana	0	6(24%)	15(60%)	2(8%)	2(8%)	25
Kolasib	0	2(8%)	5(20%)	11(44%)	7(28%)	25
Khawzawl	0	3(12%)	3(12%)	13(52%)	6(24%)	25
Champhai	0	2(8%)	10(40%)	11(44%)	2(8%)	25
Zirtiri	0	0	6(24%)	6(24%)	13(52%)	25
Aizawl North	0	1(4%)	12(48%)	11(44%)	1(4%)	25
J Thankima	0	0	9(36%)	10(40%)	6(24%)	25
Aizawl West	0	0	3(12%)	18(72%)	4(16%)	25
Johnson	0	2(8%)	13(52%)	9(36%)	1(4%)	25
Saitual	0	2(8%)	15(60%)	6(24%)	2(8%)	25
Mamit	0	5(20%)	10(40%)	10(40%)	0	25
Zawlnuam	2(8%)	9(36%)	3(12%)	11(44%)	0	25
Lawngtlai	16(64%)	8(32%)	1(4%)	0	0	25
Siaha	0	7(28%)	8(32%)	9(36%)	1(4%)	25
Kamalanagar	0	12(48%)	6(24%)	7(28%)	0	25
Serchhip	2(8%)	4(16%)	12(48%)	6(24%)	1(4%)	25
Lunglei	1(4%)	2(8%)	7(28%)	11(44%)	4(16%)	25
HATIM	0	1(4%)	3(12%)	13(52%)	8(32%)	25
J Buana	0	0	10(40%)	12(48%)	3(12%)	25
Hnahtial	0	1(4%)	11(44%)	13(52%)	0	25
PUC	0	1(4%)	6(24%)	18(72%)	0	25
<b>Total</b>	<b>22(4%)</b>	<b>72(13%)</b>	<b>190(33%)</b>	<b>227(40%)</b>	<b>64(11%)</b>	<b>575</b>

(Source: Primary Data)

**5.9.4. Users' Satisfaction with the Internet Services**

Internet connectivity at college libraries is crucial for facilitating academic research, providing access to e-learning resources, fostering professional growth, and improving the entire educational experience for both students and faculty. The researcher inquired about the significance of having internet access in the library from the users and examined the users' satisfaction with the internet services of the respected library. The collected data was presented in Table 5.46 and it depicts that 30% (174) of the respondents were satisfied and 9% (50) were very satisfied with the connectivity of internet service, this means that a large number of respondents all over the state college library were not satisfied with the availability of internet services. However, 34% (193) of the respondents were fairly satisfied and 21% (118)

were unsatisfied with the availability of internet service followed by 7% (40) of the very unsatisfied respondents.

Nevertheless, in this satisfaction of internet services in the library. The highest percentage of satisfied users in the college under study was found in Pachhunga University College at 68% (17), the second highest was found in Government Aizawl West College at 56% (14) followed by Government Aizawl College at 52% (13). However, the highest un-satisfaction responses were observed in Kamalanagar College with 68% unsatisfactory and 12% very unsatisfactory, and the highest very unsatisfied response was reported in Lawngtlai College (64%).

**Table 5.42. Users' Satisfaction with Internet Services**

Name of institution	Level of Satisfaction					Total
	Very Unsatisfied	Unsatisfi ed	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	4(16%)	6(24%)	7(28%)	6(24%)	2(8%)	25
Aizawl College	0	6(24%)	6(24%)	13(52%)	0	25
Hrangbana	0	7(28%)	7(28%)	9(36%)	2(8%)	25
Kolasib	2(8%)	3(12%)	8(32%)	10(40%)	2(8%)	25
Khawzawl	0	6(24%)	10(40%)	4(16%)	5(20%)	25
Champhai	0	5(20%)	7(28%)	12(48%)	1(4%)	25
Zirtiri	0	2(8%)	4(16%)	7(28%)	12(48%)	25
Aizawl North	0	5(20%)	11(44%)	9(36%)	0	25
J Thankima	1(4%)	2(8%)	8(32%)	10(40%)	4(16%)	25
Aizawl West	0	3(12%)	5(20%)	14(56%)	3(12%)	25
Johnson	3(12%)	8(32%)	6(24%)	7(28%)	1(4%)	25
Saitual	0	3(12%)	17(68%)	5(20%)	0	25
Mamit	1(4%)	4(16%)	6(24%)	11(44%)	3(12%)	25
Zawlnuam	5(20%)	9(36%)	9(36%)	2(8%)	0	25
Lawngtlai	16(64%)	1(4%)	8(32%)	0	0	25
Siaha	1(4%)	5(20%)	8(32%)	4(16%)	7(28%)	25
Kamalanagar	3(12%)	17(68%)	2(8%)	2(8%)	1(4%)	25
Serchhip	2(8%)	5(20%)	16(64%)	2(8%)	0	25
Lunglei	1(4%)	9(36%)	4(16%)	10(40%)	1(4%)	25
HATIM	1(4%)	4(16%)	7(28%)	9(36%)	4(16%)	25
J Buana	0	1(4%)	12(48%)	10(40%)	2(8%)	25
Hnahthial	0	6(24%)	18(72%)	1(4%)	0	25
PUC	0	1(4%)	7(28%)	17(68%)	0	25
Total	40(7%)	118(21%)	193 (34%)	174(30%)	50(9%)	575

(Source: Primary Data)



#### **5.9.5. Users' Satisfaction Newspaper Clippings Services**

A newspaper clipping is a small extract or segment of a newspaper/ magazine article that has been cut or torn from the original newspaper or magazine. These clippings typically contain specific information, such as news stories, current affairs, feature articles, editorials, or advertisements. These services are invaluable sources of information, offering a window into the past and a means of understanding the present. Students, research scholars, journalists, and historians often rely on newspaper clippings for their work, study, and teaching aid. Table 5.47 shows the users' satisfaction with newspaper clipping services in the selected libraries and analysis of data observed that 34% (195) of the respondents were satisfied and 8% (48) were very satisfied with the service of newspaper clippings. Whereas, 33% (191) of respondents were fairly satisfied, 21% (120) were unsatisfied followed by 4% (23) were very unsatisfied with the newspaper clipping service in a college. This shows that a maximum number of respondents were not satisfied with the newspaper clipping service provided in a college library under study.

In this satisfaction of newspaper clipping service, the highest percentage of satisfied users was found in Government Aizawl College at 76% (19) and the second highest was found in Government Zirtiri Residential College at 72% (18) followed by Government Aizawl West College at 60% (15). However, in the highest unsatisfactory responses were observed in Kamalanagar College (68%) and highest very unsatisfied response was reported in Lawngtlai College (64%) regarding the newspaper clipping services.

**Table 5.43. Users' Satisfaction with the Newspaper Clippings**

Name of institution	Level of Satisfaction					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	0	9(36%)	13(52%)	1(4%)	2(8%)	25
Aizawl College	0	0	5(20%)	19(76%)	1(4%)	25
Hrangbana	0	7(28%)	4(16%)	12(48%)	2(8%)	25
Kolasib	0	4(16%)	8(32%)	6(24%)	7(28%)	25
Khawzawl	0	15(60%)	3(12%)	4(16%)	3(12%)	25
Champhai	0	1(4%)	11(44%)	12(48%)	1(4%)	25
Zirtiri	0	2(8%)	5(20%)	18(72%)	0	25
Aizawl North	1(4%)	3(12%)	9(36%)	12(48%)	0	25
J Thankima	0	0	14(56%)	7(28%)	4(16%)	25
Aizawl West	0	2(8%)	4(16%)	15(60%)	4(16%)	25
Johnson	0	3(12%)	8(32%)	12(48%)	2(8%)	25
Saitual	0	4(16%)	14(56%)	7(28%)	0	25
Mamit	0	8(32%)	8(32%)	8(32%)	1(4%)	25
Zawlnuam	3(12%)	8(32%)	13(52%)	1(4%)	0	25
Lawngtlai	16(64%)	6(24%)	3(12%)	0	0	25
Siaha	0	6(24%)	5(20%)	13(52%)	1(4%)	25
Kamalanagar	0	17(68%)	3(12%)	5(20%)	0	25
Serchhip	2(8%)	3(12%)	16(64%)	3(12%)	1(4%)	25
Lunglei	1(4%)	2(8%)	9(36%)	9(36%)	4(16%)	25
HATIM	0	1(4%)	5(20%)	12(48%)	7(28%)	25
J Buana	0	10(40%)	9(36%)	4(16%)	2(8%)	25
Hnahthial	0	8(32%)	14(56%)	3(12%)	0	25
PUC	0	1(4%)	8(32%)	12(48%)	4(16%)	25
	<b>23(4%)</b>	<b>120(21%)</b>	<b>191(33%)</b>	<b>195(34%)</b>	<b>46(8%)</b>	<b>575</b>

(Source: Primary Data)

**5.9.6. Users' Satisfaction with the Bound volumes/ bound periodicals**

Bound periodicals are collections of magazines or journals that have been compiled and bound together in volumes. Bound periodicals provide a durable format for preserving valuable information over time. Bound periodicals play a crucial role in preserving, disseminating, and promoting knowledge across academic, cultural, and professional domains. Table 5.49 shows users' satisfaction with library bound volume and analysis shows that 35% (201) of the respondents were satisfied with the bound volume's periodicals service and 6% (35) were very satisfied, however, 37% (216) were fairly satisfied and 17% (96) were unsatisfied followed by 5% (27) of the respondents were very unsatisfied with the service of bound periodicals.

In this satisfaction with the library service of bound periodicals, the highest percentage of satisfaction was found in Government Zirtiri Residential Science School with 72% (18) satisfied and 8% (2) very satisfied with the bound volumes service. The second highest percentage was found in Aizawl North College with 68% (17) followed by Champhai, Aizawl College, and Aizawl West College with 64% (16). However, the lowest percentage of user satisfaction with bound volumes was found in Government Lawngtlai College with 64% (16) very unsatisfied and 24% (6) unsatisfied, the second lowest percentage was also found in Government Kamalanagar College and Government J Buana College with 44% (11) unsatisfied followed by Government Hnahthial College with 40% (10) unsatisfied and 48% (12) fairly satisfied. This illustrates that the majority of the respondents were not contented and satisfied with the service of bound periodicals rendered in the library.

**Table 5.44. Users' Satisfaction with the Library Service of Bound volumes/ bound periodicals**

Name o	Bound Volumes					Total
	Very Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Very Satisfied	
T Romana	1(4%)	5(20%)	14(56%)	3(12%)	2(8%)	25
Aizawl College	0	0	7(28%)	16(64%)	2(8%)	25
Hrangbana	1(4%)	5(20%)	7(28%)	11(44%)	1(4%)	25
Kolasib	0	3(12%)	10(40%)	11(44%)	1(4%)	25
Khawzawl	0	6(24%)	12(48%)	3(12%)	4(16%)	25
Champhai	0	1(4%)	7(28%)	16(64%)	1(4%)	25
Zirtiri	0	0	5(20%)	18(72%)	2(8%)	25
Aizawl North	0	4(16%)	4(16%)	17(68%)	0	25
J Thankima	0	2(8%)	15(60%)	6(24%)	2(8%)	25
Aizawl West	0	1(4%)	4(16%)	16(64%)	4(16%)	25
Johnson	0	5(20%)	12(48%)	7(28%)	1(4%)	25
Saitual	0	3(12%)	15(60%)	7(28%)	0	25
Mamit	3(12%)	4(16%)	10(40%)	7(28%)	1(4%)	25
Zawlnuam	3(12%)	3(12%)	16(64%)	3(12%)	0	25
Lawngtlai	16(64%)	6(24%)	3(12%)	0	0	25
Siaha	0	5(20%)	8(32%)	11(44%)	1(4%)	25
Kamalanagar	0	11(44%)	5(20%)	9(36%)	0	25
Serchhip	3(12%)	7(28%)	14(56%)	0	1(4%)	25
Lunglei	0	2(8%)	7(28%)	12(48%)	4(16%)	25
HATIM	0	1(4%)	9(36%)	11(44%)	4(16%)	25
J Buana	0	11(44%)	10(40%)	3(12%)	1(4%)	25
Hnahthial	0	10(40%)	12(48%)	3(12%)	0	25
PUC	0	1(4%)	10(40%)	11(44%)	3(12%)	25
<b>Total</b>	<b>27(5%)</b>	<b>96(17%)</b>	<b>216(37%)</b>	<b>201(35%)</b>	<b>35(6%)</b>	<b>575</b>

(Source: Primary Data)

## **5.10. PART B-LIBRARIAN DATA ANALYSIS**

### **5.10.1 Introduction**

Data analysis is an essential part of any research outcome. It represents the factual data and the findings of the researcher. This analysis represents the analysis of the data collected from the librarian/ Library- in charge of Mizoram colleges under the study through the structured questionnaire. The researcher used MS Excel tools and SPSS to process data. The collected data were arranged and analyzed by using tables, charts, and diagrams. This analysis attempts to turn data into an easily understandable and interpretable format to analyze and evaluate in the context of the research problem.

The researcher asked all the Librarians/Library professionals of selected colleges under the study through a structured questionnaire consisting of a series of 16 questions regarding their personal information, physical infrastructure and ICT facilities, Library funding, and their library collection. All the Librarians/Librarians in charge responded to the questionnaire and the response rate of the librarian for the present study is 100%.

### **5.10.2. Gender distribution of Librarian/ Library in charge**

Gender-wise analysis in research is not just about recognizing differences between men and women. It ensures that research findings are strong, relevant, and inclusive, ultimately leading to better outcomes for individuals and societies as a whole. The table 5.49 shows the gender-wise representation of librarians in the colleges and analysis resolved that the majority 13(57%) of the respondents were male whereas 10(43%) of the respondents were female. The findings clearly indicate that male librarians are more in colleges but the gender balance is quite equal.

**Table 5.45. Gender distribution of library staff response**

<b>Gender distribution of library staff response</b>		
<b>Male</b>	<b>Female</b>	<b>Total</b>
13 (57%)	10 (43%)	23 (100%)

(Source: Primary Data)

### 5.10.3. Age-wise distribution of Librarian/ Library in charge

Age group differences among library staff bring various skills, perspectives, and strengths that collectively enhance library services, and promote innovation also age groups may have varying approaches to engaging with library users. The researcher categorized three age groups: those below 35, those between 35-45, and those above 45. And presented the collected data in table 5.50 and the analysis identified that 22% (5) of the respondents belong to the below 35 age group, followed by 30% (7) belonging to the age between 35-45 age group whereas 48% (11) with the highest rank belong to 45 above. The analysis indicated that majority of college librarians (52%) are young and below the age of 45.

**Table 5.46. Age-wise distribution of Librarian/ Library in charge**

Age Group response		
Below 35	Between 35-45	Above 45
5 (22%)	7(30%)	11 (48%)

(Source: Primary Data)

### 5.10.4. Educational Qualification of librarian

A qualified librarian is very crucial and it enriches the academic experience by providing essential resources, expertise, and support that contribute to the success of students, faculty, and the institution as a whole. Below the table, the researcher presented the Librarian/ library In-charge qualification of selected Mizoram colleges under study. The table 5.51 shows the academic qualifications of the selected colleges librarians and analysis revealed that a large number of Librarians/ Library In-charge are acquiring a Master's degree and bachelor degree in Library and Information Science, however in two colleges Viz. Government Khawzawl College and Government Lawngtlai College library in-charge are not acquiring degrees in Library and Information Science. Furthermore, it also identified that There are 4 colleges whose librarians are qualified with a doctoral degree namely Government Hrangbana College, Government Aizawl North College, Government T Romana College, and Pachhunga Univerisity College. However, the rest of the college's

librarians/library in charge are with M.Phil, NET, Master's Degree in Library and Information Science.

**Table 5.47. Educational Qualification of Librarian**

<b>Name of institution</b>	<b>Qualification</b>
T Romana	MLISc. PhD
Aizawl College	MLISc
Hrangbana	MLISc, PhD
Kolasib	MLISc
Khawzawl	BCA
Champhai	MLISc, NET
Zirtiri	BLISc
Aizawl North	MLISc, PhD
J Thankima	MLISc
Aizawl West	MLISC, NET
Johnson	MLISc
Saitual	MLISc
Mamit	MLISc.
Zawlnuam	MLISc
Lawngtlai	BA
Siaha	MLISc, M.Phil
Kamalanagar	MLISc
Serchhip	MLISc
Lunglei	MLISc
HATIM	MLISc, M.Phil
J Buana	MLISc
Hnahthial	MLISc
PUC	MLISc, NET, PhD

(Source: Primary Data)

#### **5.10.5. Area and size of Library in Mizoram colleges**

A well-designed, attractive library building with spacious rooms provides a quiet, focused atmosphere for studying, reading, and research. It allows users to concentrate without distractions, thereby enhancing their productivity and comprehension. The sufficient library space helped the librarians to provide best library services to the users. The table 5.52 shows the available library spaces of selected collages libraries and analysis revealed that the majority of the library building/ rooms were not spacious enough. Pachhunga University College with its separate library building was the most spacious library building with 8200Sq.Ft.,

secondly, Government Zrtiri Residential Science College has a library size of 7200 sq. Ft, while thirdly Hrangbana College Library with an area of 4100Sq. Ft. However, the smallest among college libraries under study is Government J. Buana College with an area of 1024Sq.Ft.

**Table 5.48. Area and size of Library in Mizoram colleges**

<b>Name of institution</b>	<b>Total area of Library</b>
T Romana	2480Sq.Ft
Aizawl College	2160Sq.Ft
Hrangbana	4102Sq.Ft
Kolasib	1600Sq.Ft
Khawzawl	1800Sq.Ft
Champhai	3600Sq.Ft
Zirtiri	7200Sq.Ft
Aizawl North	1800Sq.Ft
J Thankima	1728Sq.Ft
Aizawl West	2100Sq.Ft
Johnson	2400Sq.Ft
Saitual	2000Sq.Ft
Mamit	1440Sq.Ft
Zawlnuam	1900Sq.Ft
Lawngtlai	1900Sq.Ft
Siaha	4050Sq.Ft
Kamalanagar	1800Sq.Ft
Serchhip	2112Sq.Ft
Lunglei	4000Sq.Ft
HATIM	3150Sq.Ft
J Buana	1024Sq.Ft
Hnahthial	1800Sq.Ft
PUC	8000Sq.Ft

(Source: Primary Data)

#### **5.10.6. Library staff strength**

In essence, librarians and the staff are indispensable professionals who contribute significantly to their communities' educational, cultural, and social fabric. They enhance access to information, promote literacy, support research, exchange knowledge, and foster lifelong learning, making libraries essential institutions in today's knowledge-based society. The library staffs are the main power behind the library services and the quality of the library services are directly linked with

availability of manpower. Table 5.53 shows the library manpower strength of the selected libraries and analysis found that librarians and library professionals were insufficient staff and lack of personnel in the majority of the college library. In addition, in 8 colleges' there was no librarian or Deputy Librarian. it was also found that several staff are casual and contract workers. However, At Pachhunga University College there are 9 library staff out of which there are 3 casual workers, this shows that they are the greatest number of library staff under study. The rest of the other college's library staff are up to 2-4 staff only.

**Table 5.49. Library staff strength**

<b>Name of institution</b>	<b>Librarian/ Dy</b>	<b>SPA</b>	<b>Lib.Asst.</b>	<b>Lib. attendant</b>	<b>4the grade</b>	<b>Total</b>
T Romana	1	-	1	-	-	2
Aizawl College	-	-	-	1	1(Casual)	2
Hrangbana	1	-	1	1	1	4
Kolasib	-	-	1	1	-	2
Khawzawl	-	-	1	1 (Casual	-	2
Champhai	-	-	1	1	-	2
Zirtiri	-	-	1	1(Casual)	1	3
Aizawl North	1	-	-	1	-	2
J Thankima	1	-	1	-	1	3
Aizawl West	1	-	1	-	-	2
Johnson	1	-	-	1	1 (Casual)	2
Saitual	1	-	1	-	-	2
Mamit	1	-	1	-	-	2
Zawlnuam	1	-	-	1	-	2
Lawngtlai	-	-	-	1(Casual)	-	1
Siaha	-	-	-	1 (Casual)	1	2
Kamalanagar	1	-	-	-	1	2
Serchhip	1	-	1 (Contract)	1 (Casual)	-	3
Lunglei	-	-	-	1(Casual)	1	2
HATIM	1	-	1	1	-	3
J Buana	1	-	-	-	1	2
Hnahthial	1	-	1	1 (Casual)	-	3
PUC	1	1	3	1	3(Casual)	9
<b>Total</b>						<b>59</b>

(Source: Primary Data)



### 5.10.7. Satisfaction of library staff strength

The satisfaction of library staff is crucial for the overall success and effectiveness of a library. Satisfied staff are more likely to provide excellent customer service to library users. When staff feel valued and supported, they are motivated to go above and beyond in helping clients find information, and navigate resources. The table 5.54 shows the satisfaction of librarians/In-charge librarian about the library staffs strength of their respective library and analysis indicated that just 4 (17%) colleges, namely Government Hrangbana College, HATIM, Government Hnahthial College, and Pachhunga University College, were satisfied with the number of library staff members. However, 19 (83%) Colleges expressed dissatisfaction with the availability of the library staff. This indicates that a significant number of college library personnel experienced a shortage of staff and library professionals.

**Table 5.50. Satisfaction of library staff strength**

Name of institution	Satisfaction of library staff strength		
	Unsatisfied	Satisfied	Moderately satisfied
T Romana	Yes	-	-
Aizawl College	Yes	-	-
Hrangbana	-	Yes	-
Kolasib	Yes	-	-
Khawzawl	Yes	-	-
Champhai	Yes	-	-
Zirtiri	Yes	-	-
Aizawl North	Yes	-	-
J Thankima	Yes	-	-
Aizawl West	Yes	-	-
Johnson	Yes	-	-
Saitual	Yes	-	-
Mamit	Yes	-	-
Zawlnuam	Yes	-	-
Lawngtlai	Yes	-	-
Siaha	Yes	-	-
Kamalanagar	Yes	-	-
Serchhip	Yes	-	-
Lunglei	Yes	-	-
HATIM	-	Yes	-
J. Buana	Yes	-	-
Hnahthial	-	Yes	-
PUC	-	Yes	-
<b>Total</b>	<b>19 (83%)</b>	<b>4(17%)</b>	<b>-</b>

(Source: Primary Data)

#### 5.10.8. Average daily visitors in a day

Many colleges emphasize the importance of libraries in their educational mission. Daily visitors reflect the level of academic engagement among students and faculty. They indicate how well library resources are being utilized. A higher number of daily visitors suggests that students and faculty are actively using the library's books, journals, computers, and other facilities. In the previous chapter, the researcher shows the total enrolment of teachers and students under the selected study which is 1,024 teachers and 19,066 students total of 20,096. The table 5.55 shows the overall number of library visitors in a day in the selected college libraries and analysis revealed that there was very poor attendance for both teachers and students in library at daily basis which is not a good sign for the library. Out of 1,024 teachers under selected 23 colleges only 11% of teachers visited the library daily, subsequently only 10% out of 19,066 students visited the library daily. The overall percentage of both teachers and students visiting the library is 10% (1,935).

**Table 5.51. Average daily visitors in a day**

<b>Name of institution</b>	<b>Average no. of daily teachers visit</b>	<b>Average no. of daily students' visits</b>	<b>Total</b>
T Romana	10	60	70
Aizawl College	10	80	90
Hrangbana	10	300	310
Kolasib	2	40	42
Khawzawl	2	10	12
Champhai	1	30	31
Zirtiri	2	120	122
Aizawl North	3	160	163
J Thankima	2	29	31
Aizawl West	6	150	156
Johnson	2	35	37
Saitual	4	60	64
Mamit	3	35	38
Zawlnuam	2	20	22
Lawngtlai	3	20	23
Siaha	2	20	22
Kamalanagar	5	30	35
Serchhip	4	50	54

Lunglei	4	100	104
HATIM	5	60	65
J Buana	9	100	109
Hnahthial	8	25	33
PUC	12	350	361
<b>Total</b>	<b>111(11%)</b>	<b>1825 (10%)</b>	<b>1935 (10%)</b>

(Source: Primary Data)

#### 5.10.9. Total Number of Library Collections

Academic libraries support research and innovation by maintaining specialized collections that facilitate in-depth study and exploration within specific fields. Teachers, students, and researchers rely on libraries to access rare books, textbooks, and subject-oriented publications that are not easily available elsewhere. The importance of library book collections lies in their role as repositories of knowledge, catalysts for learning and research, promoters of literacy and community engagement, and guardians of cultural heritage. In this table, the researcher analyses four criteria: book collection, reference collection, rare books collection, and number of book titles. The table 5.56 shows the collections of the selected college libraries and overall result indicated that the total collection in the selected college libraries is unsatisfactory. However, there are three prestigious colleges whose libraries have around more than twenty thousand collections. Pachhunga University College (PUC) is the single constituent college of Mizoram University situated in Aizawl and is the oldest and most prestigious institution in Mizoram. It possesses an impressive collection of books, with a total of 63,619. Additionally, it has a reference collection of 7,000 books, 1,500 rare books, and 22,740 titles. Secondly, one of the most renowned colleges Government Hrangbana College (HBC) Library situated in the heart of the city of Aizawl whose total collection is 31,886 books, 2,400 References, 50 Rare books, and 6,300 titles. Thirdly, Lunglei Government College (LGC) one of the second oldest colleges in Mizoram established in 1964, with a total collection of 20,562 while there are 2,462 reference books, 85 rare books, and 18,000 book titles. However, the Government Kamalanagar College at Chakma Autonomous District Council (CADC) in Chawngte Lawngtlai district has the smallest library collection compared to the other selected colleges. There is a total of 4953 books, 383

references, and 1980 book titles in the collection. Notably, 15 colleges' libraries were not introducing rare books or Indian Knowledge System (IKS) however 8 colleges had a special rare book collection in their library respectively.

**Table 5.52. Total Number of Library Collections**

<b>Name of institution</b>	<b>Book collection</b>	<b>No. of Reference</b>	<b>No. of rare books</b>	<b>No. of book titles</b>
T Romana	12894	1300	32	3500
Aizawl College	16119	2471	150	4500
Hrangbana	31886	2400	50	6300
Kolasib	10126	700	-	4108
Khawzawl	6358	362	-	1100
Champhai	19404	697	-	7451
Zirtiri	13316	1008	-	4530
Aizawl North	13100	500	-	4000
J Thankima	9700	250	74	3514
Aizawl West	14767	1831	-	3800
Johnson	11643	500	-	3200
Saitual	11388	1100	-	1265
Mamit	9000	300	10	5000
Zawlnuam	6500	250	-	1500
Lawngtlai	5500	200	-	1400
Siaha	7894	357	-	2496
Kamalanagar	4953	383	-	1980
Serchhip	15685	1645	-	2636
Lunglei	20562	2462	85	1810
HATIM	12008	659	-	2500
J Buana	8525	32	-	3890
Hnahthial	8958	360	-	4389
PUC	63619	7000	1500	22740

(Source: Primary Data)

#### **5.10.10. Number of Journal and periodicals subscribe in selected colleges**

Periodicals and Journals publish the latest research findings, scholarly articles, and reviews in specific fields of study. Subscribing to these publications ensures that students and faculty have access to up-to-date information and advancements in their respective disciplines. The table 5.57 shows that journals and periodicals subscriptions in the selected libraries and result indicated that journals and periodicals subscribed to the selected college's libraries under study are not up to the

mark. The analysis revealed that three colleges are not subscribed to Journals Viz. Government Aizawl North College, Government Zawlnuam College, and Government Lawngtlai College. However, Government Hrangbana College subscribed top rank in Journal subscriptions with 20, secondly, Government Serchhip College with 18 different Journal subscriptions whereas, HATIM College on third with the subscription of 17 different journals. However, regarding periodical subscriptions Government Saiha College tops with 22 periodicals subscriptions. Secondly, Pachhunga University College with a subscription of 15 whereas, 12 periodicals subscriptions in two colleges namely Government J Thankima College and Government Zirtiri Residential Science College.

**Table 5.53. Number of Journal and periodicals subscribe in selected colleges**

<b>Name of institution</b>	<b>Journals</b>	<b>Periodicals</b>
T Romana	8	3
Aizawl College	15	10
Hrangbana	20	10
Kolasib	12	5
Khawzawl	5	2
Champhai	5	3
Zirtiri	9	12
Aizawl North	-	5
J Thankima	8	12
Aizawl West	8	2
Johnson	10	11
Saitual	8	5
Mamit	13	7
Zawlnuam	-	2
Lawngtlai	-	2
Siaha	13	22
Kamalanagar	5	-
Serchhip	18	4
Lunglei	10	8
HATIM	17	8
J Buana	5	1
Hnahthial	5	5
PUC	14	15

(Source: Primary Data)

### **5.11. Library Physical Infrastructure**

The physical infrastructure of a library remains vitally important despite the advancements in digital technology. While digital technology is reshaping library services, physical infrastructure remains crucial for preserving print collections, providing study spaces, supporting community engagement, and symbolizing the values of knowledge and learning.

#### **5.11.1. Availability of Computer system:**

The computers are the essential infrastructure for the libraries. The table 5.58 current status of availability of computers in the selected colleges and analysis shows that Government Mamit College is on top rank in the availability of computers in the library with 26 computers, the reason behind this is that Mamit district is an aspirational district and the library was got sponsored with 20 computer systems with tables from NITI Aayog. The Pachhunga University stood at 2<sup>nd</sup> position with 19 computer systems followed by Government Hrangbana College with a total computer system is 12. However, there are some colleges there has been very poor availability of computers in the library such as Government Lawngtlai college with a number of one computer system, two computer system in Government Zawlnuam College. There are three computer systems in the library of three colleges namely Government Saiha College, Government Kamalanagar College, and Government Johnson College.

#### **5.11.2. Name of Library Management System:**

For the computerization of the library, there are many LMS are available in the market. It is interesting to know that what LMS were used by the selected libraries. The collected data was presented in table 5.58 and analysis revealed that out of 23 colleges in selected colleges libraries has been using SOUL software only which is developed by INFLIBNET.

#### **5.11.3. Number of Library Seating Capacity**

The researcher asked about the availability of seating capacity in the library, the table 5.58 shows current status about the seating capacity of the selected libraries and

analysis reveals that Pachhunga University, one of the oldest and largest colleges has the highest seating capacities (150) followed by Lunglei and Hrangbana (100 each), while Government Kamalanagar College and Government J THankima College has the least and minimum number of seating capacity i.e. 20 only.

#### **5.11.4. Availability of Departmental Library**

It is also revealed from table 5.58 that out of 23 colleges under study 6 colleges have Departmental Library which are Government Hrangbana College, Government Champhai College, Government Saitual College, Government Mamit College, Government J Buana College, and Pachhunga University College however 16 colleges do not have any provision of departmental library at present.

**Table 5.54. Library Physical infrastructure**

<b>Name of institution</b>	<b>Total no of Computer system</b>	<b>Name of LM Software</b>	<b>Seating Capacity</b>	<b>Department al Library Yes/NO</b>
T Romana	9	Soul	70	No
Aizawl College	7	Soul	36	No
Hrangbana	12	Soul	100	Yes
Kolasib	4	Soul	40	No
Khawzawl	4	Soul	30	No
Champhai	8	Soul	50	Yes
Zirtiri	6	Soul	69	No
Aizawl North	6	Soul	70	No
J Thankima	8	Soul	20	No
Aizawl West	7	Soul	40	No
Johnson	3	Soul	27	No
Saitual	5	Soul	24	Yes
Mamit	26	Soul	40	Yes
Zawlnuam	2	Soul	30	No
Lawngtlai	1	Soul	20	No
Siaha	3	Soul	60	No
Kamalanagar	3	Soul	20	No
Serchhip	8	Soul	42	No
Lunglei	7	Soul	100	No
HATIM	7	Soul	70	No
J Buana	4	Soul	60	Yes
Hnahthial	5	Soul	50	No
PUC	19	Soul	150	Yes

(Source: Primary data)

**5.12. Library Budget in a year**

The regular budget of a library plays a crucial role in ensuring its effective functioning and meeting the needs of its users throughout the year. It ensures that the library remains a vital resource for its community, providing access to knowledge, information, and academic cultural enrichment. The table 5.59 shows the selected college library budget and analysis indicated that 16 government colleges did not



provide information about their library budget for a year since the government did not provide separate allocations for college library budget, hence the college only manages from library fees and penalties. In addition, the researcher inquired about a librarian or library professional and discovered that these colleges do not have a specific budget for the library. Instead, they rely solely on library fees collected from students, which are also overseen by the college authority or Principal. Nevertheless, Pachhunga University College (PUC) and Higher and Technical Institute Mizoram (HATIM) College were allocated consistent library funds. This may be attributed to the fact that PUC is a constituent institution of Mizoram University, while HATIM College is also managed by the church. The remaining five colleges, which also discussed their library budget, also derive their funding from student fees only.

**Table 5.55. Library Budget in a year**

<b>Name of institution</b>	<b>Library Budget in a Year (Approx.)</b>
T Romana	-
Aizawl College	-
Hrangbana	-
Kolasib	1,50,000
Khawzawl	-
Champhai	-
Zirtiri	-
Aizawl North	-
J Thankima	-
Aizawl West	-
Johnson	-
Saitual	-
Mamit	50,000
Zawlnuam	-
Lawngtlai	-
Siaha	1,20,000
Kamalanagar	-
Serchhip	-
Lunglei	3,00,000
HATIM	5,00,000
J Buana	1,25,000
Hnahthial	-
PUC	10,00,000

(Source: Primary Data)

### 5.13. Sources of Library Income in selected colleges

These sources of income collectively enable libraries to maintain and expand their collections, provide essential services, and meet the diverse needs of their academic communities. The data from Table 5.60 shows sources of library income in the selected colleges and analysis indicated that a significant number of government colleges in Mizoram relied heavily on student library fees for funding. Additionally, a few college libraries also received funding from RUSA and NEDP. Significantly, the government of Mizoram did not allocate any cash to any college library. According to the data presented in the table, a total of 11 college libraries were granted funds by RUSA to construct new library buildings and purchase books. Additionally, 9 colleges are provided with resources through the New Economic Development Policy (NEDP), such as books, projectors, digital cameras, laptops, scanners, and other related items. Pachhunga University College (PUC) received funding from Mizoram University (MZU), while HATIM (Higher and Technical Institute, Mizoram) received funding from the Baptist Church of Mizoram (BCM). Additionally, Mamit College, which has been declared an Aspirational district, received 20 computers along with tables to furnish its digital library from NITI (Aayog).

**Table 5.56. Sources of Library Income in selected colleges**

Name of institution	Sources of library income/ funds					
	RUSA	NEDP	MZU/ UGC	Govt. of Mizoram	Library fees Yes/ No	Others Source
T Romana	Yes	Yes	-	-	Yes	-
Aizawl College	-	-	-	-	Yes	-
Hrangbana	-	Yes	-	-	Yes	-
Kolasib	-	-	-	-	Yes	-
Khawzawl	Yes	-	-	-	Yes	-
Champhai	Yes	Yes	-	-	Yes	-
Zirtiri	-	-	-	-	Yes	-
Aizawl North	-	-	-	-	Yes	-
J Thankima	-	-	-	-	Yes	-
Aizawl West	-	-	-	-	Yes	-
Johnson	-	-	-	-	Yes	-

Saitual	Yes	Yes	-	-	Yes	-
Mamit	Yes	Yes	-	-	Yes	NITI Aayog
Zawlnuam	-	-	-	-	Yes	-
Lawngtlai	-	-	-	-	Yes	-
Siaha	Yes	Yes	-	-	Yes	-
Kamalanagar	Yes	Yes	-	-	Yes	-
Serchhip	Yes	-	-	-	Yes	-
Lunglei	Yes	Yes	-	-	Yes	-
HATIM	-	-	-	-	Yes	Church/ BCM
J Buana	Yes	Yes	-	-	Yes	-
Hnahthial	Yes	-	-	-	Yes	-
PUC	-	-	MZU/ UGC	-	Yes	-

(Source: Primary Data)

#### 5.14. Challenges and issues faced by the college library

Libraries face several issues and challenges in today's digital age. Libraries often struggle with inadequate funding, which limits their ability to update their collections, acquire new technologies, maintain facilities and acquire new materials, subscribe to databases, update technology, and maintain facilities. The issues and challenges of the selected 23 colleges' libraries were examined based on the 6 criteria and data was presented in Table 5.61 the analysis shows that 17(74%) of the library staff reported irregular financial assistance whereas only 3(16%) of the respondents stated 'No' to irregular financial assistance. 19(83%) of the library staff of all selected colleges stated that they have issues and challenges with poor staff strength. Another issue and challenge faced by the library staff was a lack of interest from higher authority with a percentage of 14(61%). The majority 13(57%) of the library staff reported that they have poor library building. Out of 23 colleges, 15(65%) of the library professionals stated that they have an issue with poor physical infrastructure. However, Internet connectivity was not an issue for the maximum number of college libraries under study. 17(74%) of the library staff reported that they were not having an issue with internet connectivity.

**Table 5.57. Challenges and issues faced by the college library**

<b>Challenges and issues faced by the college library.</b>	<b>Yes/No</b>	<b>No</b>	<b>N=23</b>
Irregular financial assistance	17(74%)	3(16%)	23
Poor staff strength	19 (83%)	4 (13%)	23
Lack of interest from higher authority	14 (61%)	9(39%)	23
Poor building	13 (57%)	10 (43%)	23
Poor physical infrastructure	15 (65%)	8(35%)	23
Lack of internet connectivity	6 (26%)	17 (74%)	23

(Source: Primary data)

**5.15. Computer knowledge and skills of Librarian/ Library professional**

Computer knowledge and skills empower librarians in colleges to effectively manage information, support academic research, enhance digital literacy, and innovate in library services. It is crucial for librarians to continuously develop and update these skills to meet the growing needs of students, faculty, and the academic community as a whole. The researcher asked a question to check the library professionals' computer knowledge and ICT competency based on three criteria presented in table 5.62 The analysis of data reveals that out of 23 college librarians or library professionals irrespective of urban and rural area, 23(100%) library professionals stated that they are good at computer knowledge and skills.

**Table 5.58. Computer knowledge and skills of Librarian/ Library professional**

<b>Name of institution</b>	<b>Very good</b>	<b>Good</b>	<b>Poor</b>
T Romana	-	1	-
Aizawl College	-	1	-
Hrangbana	-	1	-
Kolasib	-	1	-
Khawzawl	-	1	-
Champhai	-	1	-
Zirtiri	-	1	-
Aizawl North	-	1	-
J Thankima	-	1	-
Aizawl West	-	1	-
Johnson	-	1	-
Saitual	-	1	-
Mamit	-	1	-

Zawlnuam	-	1	-
Lawngtlai	-	1	-
Siaha	-	1	-
Kamalanagar	-	1	-
Serchhip	-	1	-
Lunglei	-	1	-
HATIM	-	1	-
J Buana	-	1	-
Hnahthial	-	1	-
PUC	-	1	-

(Source: Primary Data)

### 5.16. ICT Connectivity

ICT connectivity is highly essential in a library, transforming it from a traditional repository of books to a dynamic hub of information and knowledge exchange. ICT connectivity allows libraries to offer access to a vast array of digital resources such as e-books, e-journals, online databases, and multimedia materials. Table 5.63 shows the status of the computerization selected college libraries and analysis reveals that out of 23 college libraries only two colleges namely Government Hrangbana College and Pachhunga University College library were fully computerized to their library the rest of the other 21 college libraries were partially computerized. Moreover, the librarian was asked about the availability of internet connectivity in the library, and the data revealed that a maximum number of 57% (13) of the library had internet connectivity in the library, however, 43% (10) of the college library were not connected with the internet.

**Table 5.59. ICT Connectivity**

<b>Name of institution</b>	<b>Library computerization Fully/ Partially</b>	<b>Internet connectivity Yes/No</b>
T Romana	Partially	Yes
Aizawl College	Partially	Yes
Hrangbana	Fully	Yes
Kolasib	Partially	No
Khawzawl	Partially	No
Champhai	Partially	No
Zirtiri	Partially	Yes
Aizawl North	Partially	No

J Thankima	Partially	Yes
Aizawl West	Partially	Yes
Johnson	Partially	No
Saitual	Partially	Yes
Mamit	Partially	Yes
Zawlnuam	Partially	No
Lawngtlai	Partially	Yes
Siaha	Partially	No
Kamalanagar	Partially	No
Serchhip	Partially	Yes
Lunglei	Partially	No
HATIM	Partially	Yes
J Buana	Partially	No
Hnahthial	Partially	Yes
PUC	Fully	Yes

(Source: Primary Data)

**CHAPTER-6**  
**FINDINGS,**  
**CONCLUSION AND**  
**SUGGESTIONS**

## **6.1. INTRODUCTION**

The current investigation's title is "Use and User Satisfaction Towards Library Resources and Services by Teachers and Students of Selected Colleges in Mizoram: An Evaluative Study". The issue concerns the sufficiency of collection, services, and facilities, as well as the staff's readiness to assist users. It evaluates the satisfaction level of clients of 23 different college libraries using a structured scale with 41 questions. The client satisfaction scale helps to evaluate the level of satisfaction and generalizes some concerns that must be addressed for users to be satisfied. Certain results and conclusions are formed from data analysis and interpretation, and recommendations are given for providing quality-based services in the libraries under consideration. The primary findings/observations that arose during the investigation are as follows.

This chapter reports the findings and inferences of the study deliberated in the preceding chapter. The study's main goal was to determine the satisfaction, perception, and quality of library resources and services of selected colleges in Mizoram. The following are the main conclusions and observations that came to light during the investigation. The main findings of the investigation have been divided into two extensive groups: (a) Findings according to the objectives of the study and (b) General investigation and findings of the study.

### **A. MAJOR FINDINGS ACCORDING TO THE OBJECTIVES OF THE STUDY**

**Findings according to the first objective, "Assess the status of library collections, ICT, and physical infrastructures of selected college libraries".**

- (i) There are three prestigious colleges whose library collections range from more than twenty thousand to sixty thousand collections. Pachhunga University College (PUC) possesses an impressive collection of books, with a total of 63,619. Additionally, it has a reference collection of 7,000 books, 1,500 rare books, and 22,740 titles. Secondly, the Government Hrangbana College (HBC) whose total collection is 31,886 books, 2,400 References, 50 Rare books, and 6,300 titles. Thirdly, Lunglei Government



College (LGC) has a total collection of 20,562, with 2,462 reference books, 85 rare books, and 18,000 book titles. However, the Government Kamalanagar College at Chakma Autonomous District Council (CADC) in Chawngte Lawngtlai district has the smallest library collection compared to the other selected colleges. There is a total of 4953 books, 383 references, and 1980 book titles in the collection. Notably, 15 colleges' libraries were not introducing rare books or Indian Knowledge System (IKS) however 8 colleges had a special rare book collection in their library respectively.

- (ii) With regard to journal collections, three colleges are not subscribed to Journals Viz. Government Aizawl North College, Government Zawnuam College, and Government Lawngtlai College. However, Government Hrangbana College subscribed top rank in Journal subscriptions with 20, secondly, Government Serchhip College with 18 different Journal subscriptions whereas, HATIM College on third with the subscription of 17 different journals. However, regarding periodical subscriptions Government Saiha College tops with 22 periodicals subscriptions. Secondly, Pachhunga University College with a subscription of 15 whereas, 12 periodicals subscriptions in two colleges namely Government J Thankima College and Government Zirtiri Residential Science College.
- (iii) Based on the interaction with library professionals and the researcher's observation, it was found that only two colleges, Government Khawzawl College and Government Lawngtlai College, were not subscribed to N-LIST. The remaining 21 colleges' libraries were currently subscribed to N-LIST. However, some respondents were not familiar with the availability of N-LIST in their college library due to a lack of training or orientation.
- (iv) Library facilities and physical infrastructure, an analysis shows that users are satisfied with the appropriate lighting system in the library and respondents rated this facility as highly satisfied 22%, satisfied (62%), and fairly satisfied (15%) while 16% of respondents show their un-satisfaction with the lighting system of the selected libraries.

- (v) The study indicated that 49% were satisfied, 24% were fairly satisfied and 15% were highly satisfied whereas 12% of the respondents were unsatisfied with the availability and functioning of the washroom among the selected colleges libraries.
- (vi) The library space for individual study in the colleges found that 41%, 24%, and 16% of the respondents were satisfied, fairly satisfied, and highly satisfied with the facilities of individual and group study space in the library however about 18% and 1% of the respondents were unsatisfied and highly unsatisfied with the individual and group study space in the selected college libraries.
- (vii) The existing safety features in the library and their satisfaction were assessed and found that 85% of respondents showed their satisfaction with this arrangement in the selected libraries and 43%, 29%, and 13% of the respondents were satisfied, fairly satisfied and highly satisfied with existing safety features in the libraries, however, 15% of the respondents were unsatisfied with existing library safety features and expected for improvement.
- (viii) The user's perceptions about the functioning of library furniture's comfortability in selected colleges' libraries analysis found that 44% and 15% of the respondents were satisfied and highly satisfied with good functional furniture in the library and 29% fairly satisfied however 11% of total respondents were unsatisfied and 4% were highly unsatisfied.
- (ix) The users' satisfaction with ICT infrastructure was measured and found that 40% and 9% of respondents were satisfied and highly satisfied and 29% were fairly satisfied with the functioning of ICT infrastructure in the library however 7% of respondents reported that they were unsatisfied followed by 4% highly unsatisfied with the functioning of the ICT infrastructure.
- (x) The study found that 32% and 11% of the respondents reported that they were satisfied and highly satisfied with the availability of drinking water in the library however 21% were fairly satisfied but 27% of the respondents said that they were unsatisfied and 8% of the respondents

were highly unsatisfied with the availability of drinking water in the library.

- (xi) Regarding the availability of seating capacity in the library, the majority of the respondents 77% show their satisfaction comprising satisfied 35%, highly satisfied 12%, and fairly satisfied (30%) with the library seating capacity whereas 20% respondents were unsatisfied followed by 2% highly unsatisfied with the seating capacity of the library.
- (xii) The findings show that the majority of 20(87%) of the college libraries have actively functioning reprographic services via a photocopier machine in their library. However, the three colleges 3(13%) i.e. Government Khawzawl College, Government Lawngtlai College, and Government Kamalanagar College were not providing the reprographic services to their users.
- (xiii) The findings of the study reveal that only two colleges i.e. Pachhunga University College and Government Hrangbana College were fully computerized and the rest of the 91% of colleges were computerized partially. However, Government Aizawl West College reported that they are in the process of fully computerization, and soon their library will be fully computerized.
- (xiv) A maximum number of 87% out of the total 23 colleges were provided internet facilities in the library whereas 13% of three colleges namely Kamalanagar, Zawlnuam, and Khawzawl colleges did not offer internet facilities in the library.
- (xv) The satisfaction of the respondents with the internet speed found that a maximum of 63% of respondents were satisfied and 7% were highly satisfied with the existing speed of Internet in the library. However, 25% were unsatisfied, and 6% were highly unsatisfied with the overall internet speed in the library. In a college-wise analysis of internet speed satisfaction, HATIM college library stood first with 88% satisfactory response followed by Government J Thankima College Library and Pachhunga University College Library with 84% satisfactory responses, and the third highest percentage of satisfactory response about the internet

speed was found in three colleges namely Government Champhai College, Government Aizawl North college and Government Saiha college library with 80% responses.

- (xvi) The majority of the respondents (87%) under the study do not have a faculty lounge or room in the library, however 13% (3) only three colleges viz. Government Hrangbana College, Pachhunga University College, and Higher and Technical Institute Mizoram (HATIM) have dedicated faculty lounges/rooms in the library.
- (xvii) The findings shows that all 23(100%) of Mizoram colleges had separate reading rooms/sections for their users in their library. The researcher personally visited all the libraries and observed that all the library has a separate reading room but few of the college's libraries like Government J Buana College Lunglei, Government Aizawl West College Aizawl, Government J Thankima College Aizawl, and Government Saitual college reading spaces were not spacious enough for the users.
- (xviii) The status of library buildings in the selected colleges found that 11(48%) of the colleges under study have separate and dedicated library buildings in the colleges whereas 12(52%) of the colleges out of 23 colleges under study do not have separate library building and the library is running from the shared buildings and they occupied some appropriate rooms/ floor for the college building.
- (xix) It was found that all the libraries covered under study do not have a facility for a seminar or meeting hall in the library building.
- (xx) The present status of the availability of computers in the selected colleges shows that the majority of 91% of college libraries had a separate computer system for their users to use and access the internet and digital resources however, two college libraries (Government Lawngtlai College and Kamalanagar government college) do not have the separate computer systems for their library users at present.
- (xxi) Only 26% of colleges viz. Government Hrangbana College, Government Champhai College, Government Saitual College, Government Mamit

College, Government J Buana College, and Pachhunga University College have departmental library facilities in the colleges under studies.

- (xxii) It was also found that all colleges were using SOUL software to computerize the library across the state.

**Findings according to the second objective, “Measure the type of library users, frequency of visiting the library, the purpose of library visits, and preferred information sources used by respondents”.**

- (i) The overall frequency of library visits under study was very poor and only 23% of respondents as a whole visited the library daily, 22% of respondents visited their respective college library weekly, 25% of respondents visited their respective colleges thrice in a week, 12% of the respondents visited library fortnightly whereas 6% of the respondents visited monthly followed by 12% of the respondents visited occasionally.
- (ii) The overall number of library visitors under study in a day was also very poor and weak for both teachers and students. Out of 230 teachers under selected 23 colleges only 11% of teachers visited the library daily, subsequently only 10% out of 345 students visited the library daily. The overall percentage of both teachers and students visiting the library is 10% (575).
- (iii) The college-wise analysis of library timing found that 7 colleges (Aizawl North, J Thankima, Lawngtlai, Siaha, Chawngte, LGC and Hnahthial) have 100% satisfaction with the current library timing of the college and 12 colleges (T Romana, Aizawl College, Hrangbana, Aizawl West, Johnson, Saitual, Mamit, Zawlnuam, Serchhip, HATIM, J Buana and PUC) have 96% to 8% satisfaction with the current library timing however highest un-satisfaction was reported Khawzawl college (52%), Kolasib college (20%) and Champhai college (16%) which required a serious concern from the concern librarian to revised the timing according to the library users' convenience.
- (iv) About the suitable timing to visit library, 36% (209) respondents reported their suitable time to visit the library was between 11 am-12 noon,

followed by 10 am-11 am and 1 pm-2 pm (both 22% respondents). It was also observed that 8% of the respondents found a suitable time to visit the library between 2 pm-3 pm followed by 6% between 9-10 am and the least 5% found it suitable between 3-4 pm. Overall, it can be concluded that the majority of the respondents (about 80%) prefer to visit the library between 11 am to 2 pm.

- (v) The finding about the purpose of library visits shows that the maximum number of respondents i.e. 86% (497) visited the library to borrow and return books, followed by study purposes 67% (384), to complete the assignment 42% (244), update knowledge by reading and accessing library resources 38% (221), collecting and consulting question bank 35% (202) and for reading periodicals (viz newspaper, journals, magazine, etc.) 34% (198). However, some respondents visited the library other than for the above reasons i.e. Preparing lectures at 22% (129), photocopying and printing at 20 % (117), using internet facilities at 12% (73), and for recreation at 10 % (55).
- (vi) The most preferences source of information among the respondents was textbook (90%) in all colleges, followed by 5% periodicals, 3% references, 2% journal, 0.2% of the respondents are the least and lowest preference.
- (vii) The maximum of the respondents from both teachers and students 85% (485) depended on the course book/ textbook followed by the reference book 50% (287). It was also found that 37% of the respondent's students relied on lecture notes, 33% of the respondents depended on internet service and 23% of the respondents depended on e-resources. Besides, very few of the respondents 18% rely on printed journals.
- (viii) A large number of respondents 90% reported that they are seeking information for study purposes and half of the respondents (50%) said that for the general purpose they are seeking information. However, 27% respondents for preparation for competitive exams, 21% for current awareness, 14% for recreation, 12% for employment news, and 10%

respondents coming to seek the information for the usage of a computer system in the library.

**Findings according to the third objective, “Identify the usage of library and services by Teachers and Students”.**

- (i) The majority of respondents (90%) reported that they are seeking information for study purposes and half of the respondents (50%) said that for the general purpose they were seeking information. However, 27% respondents for preparation of competitive exams, 21% for current awareness, 14% for recreation, 12% for employment news, and 10% respondents came to seek the information for the usage of a computer system in the library.
- (ii) Maximum number of respondents (65%) were satisfied and highly satisfied (28%) with the library timing of their colleges. However, some respondents show dissatisfaction (5%) and highly dissatisfaction (3%) with the library timing.
- (iii) Regarding the suitable timing for library consultation, 36% respondents reported their suitable time to visit the library was between 11 am-12 noon, followed by 10 am-11 am and 1 pm-2 pm (both 22% respondents). It was also found that 8% of the respondents found a suitable time to visit the library between 2 pm-3 pm followed by 6% between 9 am-10 am and the least 5% found it suitable between 3-4 pm. Overall, it can be concluded that the majority of the respondents (about 80%) prefer to visit the library between 11 am to 2 pm.
- (iv) The 72% of the respondents across the colleges under study had reported that they have adequate time to visit the library however 28% of the respondents feel that they don't have adequate time to visit the library.
- (v) The study found that 46% of the respondents were spending less than one hour similarly 45% of the respondents spent between one to two hours whereas only 9% of the total respondents spent in the library more than two hours.
- (vi) The study revealed that 48% and 42% of the respondents say the library staff treats them fairly without discrimination, very few percentages of the

respondents 7% fairly agree, 2% strongly disagree and only 1% disagree in treating users without discrimination.

- (vii) About the library staff's professionalism, 53% and 33% of the respondents agreed and strongly agreed on library staff professionalism and dealing with the library users. A very low percentage was found in library staff professionalism in dealing with library users 12% fairly agreed, 3% disagreed and only 0.3% strongly disagreed in dealing with library users across the state under study by library professionals.
- (viii) The study finding shows that 49% of the respondents agreed and 34% strongly agreed on the library staff's friendliness towards library users. Whereas, very few of them (15%) fairly agreed and only 1% disagreed followed by 2% strongly disagreed on library staff friendliness.
- (ix) The finding identified that 48% agreed and 26% strongly agreed with the respondents on providing the needs of the users by the library staff. While 18% fairly agreed and 7% disagreed followed by 2% strongly disagreed with the respondents on providing the needs of the users by the library staff.
- (x) The majority of the respondents (50%) agreed and 28% strongly agreed that library staff was knowledgeable and efficient in their work and duties. Whereas, few of the respondents (14%) say fairly agree, 6% disagree, and only 0.7% strongly disagree regarding the knowledge and efficiency of the library staff.
- (xi) The majority of respondents (52%) agreed and 25% strongly agreed on providing library quality services by the library staff, whereas a much smaller number of the respondents (18%) fairly agreed, 4% disagree followed by 1% strongly disagree on library staff concerning providing library service quality to the library users.
- (xii) The maximum respondents (49%) agreed and 26% strongly agreed on library staff responses on time. Whereas 17% fairly agree, 7% disagree, and 1% strongly disagree with the responses of the library staff promptly towards library users.



**Findings according to the fourth objective, “Find out the strengths and weaknesses of the library resources and services based on respondents' satisfaction”.**

- (i) The finding of the study reveals that more than half (52%) respondents were satisfied and 18% were highly satisfied with the collection of textbooks in the library. However, 24% were fairly satisfied and 5% unsatisfied followed by 1% highly unsatisfied with the collection of textbooks in the library.
- (ii) About half of the respondents (49%) were satisfied and 12% were highly satisfied with the collection of reference books however one-third (30%) of the respondents were fairly satisfied, 9% unsatisfied with the collection of reference books in the library under study.
- (iii) The finding shows that 39% respondents were satisfied and 7% were highly satisfied with the journal collections in the library. Further, 32% respondents were fairly satisfied, 20% unsatisfied and 0.7% of the respondents were highly unsatisfied with the collection of journals in the library. The overall analysis illustrates that a maximum number of the respondents were not satisfied with the collection and subscription of journals in the college library under study.
- (iv) About one third respondents (32%) were satisfied while one tenth (10%) were highly satisfied with the subscription to a newspaper in the library. However, 35% were fairly satisfied 21% unsatisfied with the collection of newspapers in the library. The overall finding shows that the majority of respondents from different colleges were not satisfied with the collection of newspapers in the library.
- (v) A comprehensive analysis of data identified that about one-third respondents (31%) were satisfied; less than one tenth (7%) were highly satisfied and 34% fairly satisfied with the collection of e-resources in the library nevertheless 27% unsatisfied and 2% highly unsatisfied with a collection of e-resources in the library. As indicated in the finding, the stockholders of colleges under investigation were not very satisfied with

the overall accumulation of electronic resources. Furthermore, the study noted that at this point, N-LIST is the only electronic resource collected and subscribed by the college library but some of the college library professionals encouraged their users to make use of the National Digital Library of India (NDLI) as well.

- (vi) The analysis exhibited that only one-third 33% were satisfied and 9% were highly satisfied with the collection of magazines in the library however, 30% were fairly satisfied and 27% were unsatisfied with the collection of magazines in the library respectively. It is also determined and inferred that a large number of respondents from different colleges were not satisfied with the collection of magazines in the library.
- (vii) Users' satisfaction with the circulation service of the libraries observed that more than half respondents (54%) were satisfied and 26% were highly satisfied with the services of circulation among all college libraries. However, 16% were fairly satisfied, 3% were unsatisfied and with circulation service. The findings illustrates that a very large number of respondents from all colleges were tremendously satisfied with the services rendered by the circulation section.
- (viii) About the half of the respondents (49%) expressed satisfaction; 13% indicated high satisfaction and 30% (172) were fairly satisfaction with the library service of the reference section at the college under investigation however less than one tenth (8%) of the respondents were dissatisfied with the reference service provided by all colleges.
- (ix) The two fifth respondents (40%) were satisfied; one tenth respondents (11%) were highly satisfied and one third respondents (33%) were fairly satisfied with reprographic services in a college library however, 13% respondents were not satisfied and 4% were highly unsatisfied with the reprographics service provided by the college library under study. It is also inferred and shows that just half of the respondents were satisfied and the other half of the respondents were either or not fairly satisfied with the reprographic service.

- (x) About one third (30%) of the respondents were satisfied and 9% were highly satisfied with the connectivity of internet service, this means that a large number of respondents from the college libraries were not satisfied with the availability of internet services. Further, 34% of the respondents were fairly satisfied and 21% were unsatisfied with the availability of internet service followed by 7% of the highly unsatisfied respondents.
- (xi) More than three tenth (34%) respondents were satisfied and less than one tenth (8%) were highly satisfied with the service of newspaper clippings. Whereas, one third (33%) of the respondents were fairly satisfied, two tenth (21%) were unsatisfied followed by 4% were highly unsatisfied with the newspaper clipping service in a college. This shows that a maximum number of respondents were not satisfied with the newspaper clipping service provided in a college library under study.
- (xii) Users' satisfaction with library bound volume and analysis indicated that more than one third (35%) of the respondents were satisfied with the bound volume's periodicals service and 6% were highly satisfied, however, more than one third (37%) were fairly satisfied and less than two tenth (17%) were unsatisfied followed by 5% of the respondents were highly unsatisfied with the service of bound periodicals. This finding illustrates that the majority of the respondents were not contented and satisfied with the service of bound periodicals rendered in the library.

**Findings according to the fifth objective, “Ascertain the barriers encountered by respondents in gathering their information”**

- (i) A large number of respondents (74%) across the state college under study were not aware/ familiar with the existence of UGC-NRC only 26% respondents were aware with UGC-NRC.
- (ii) Regarding utilization of UGC NRC, less than half (47%) of them were found to be utilizing UGC-NRC while the majority of respondents (53%) of the respondents, indicated that they were not using UGC-NRC.

- (iii) The finding revealed that 16% of the respondents were not utilizing UGC-NRC due to a computer system malfunction. Out of all the respondents, 45% were not utilized due to their lack of interest in UGC-NRC. Nevertheless, 8% of the respondents out of 134 did not utilize UGC-NRC because of irrelevant resources, while 7% did not use it due to a lack of a good internet connection. Additionally, it was shown that a portion of the respondents, specifically 8% were not utilizing UGC-NRC because they lacked the necessary training. As a result of frequent power cut-offs, a small percentage of the responders 2% were unable to utilize it. Additionally, the data revealed that 3% (4) of respondents did not receive support from the library staff, and 10% were unable to utilize resources since UGC-NRC was not available in the college library.
- (iv) The analysis shows that just one-third (35%) respondents were familiar with N-LIST, while the rest (65%) were not acquainted with it. Surprisingly, none of the respondents in some colleges, particularly Government Aizawl North College, Government Lawngtlai College, and Government Saitual College were found to be aware of N-LIST. The respondents' limited understanding of N-LIST may be attributed to a lack of orientation or training provided by the library staff.
- (v) The result shows that 39% respondents were satisfied and 7%) were highly satisfied with the journal collections in the library. Further, 32% respondents were fairly satisfied and 20% unsatisfied with the collection of journals in the library. The overall finding illustrates that a maximum number of the respondents were not satisfied with the collection and subscription of journals in the college library under study.
- (vi) About one third (35%) respondents were fairly satisfied, 21% unsatisfied and 1% was highly unsatisfied with the collection of newspapers in the library. The overall analysis shows that the majority of respondents from different colleges were not satisfied with the collection of newspapers in the library.
- (vii) One-third (31%) respondents were satisfied and only 7% were highly satisfied with the collection of e-resources in the library nevertheless

34% fairly satisfied and 27% were unsatisfied followed by 2% highly unsatisfied with a collection of e-resources in the library respectively. As indicated by the responses of the respondents, the state colleges under investigation were not very satisfied with the overall accumulation of electronic resources.

- (viii) Only one-third (33%) were satisfied and 9% were highly satisfied with the collection of magazines in the library however, 30% respondents were fairly satisfied however 27% were unsatisfied and 1% were highly unsatisfied with the collection of magazines in the library respectively. It is also determined and inferred from the table that a large number of respondents from different colleges were not satisfied with the collection of magazines in the library.
- (ix) Among respondents, less than one third (30%) of the respondents were satisfied and 9% were highly satisfied with the connectivity of internet service, this means that a large number of respondents all over the state college library were not satisfied with the availability of internet services. However, 34% (193) of the respondents were fairly satisfied and 21% were unsatisfied with the availability of internet service followed by 7% of the highly unsatisfied respondents.
- (x) For the newspaper clipping services, about one third respondents (34%) respondents were satisfied and 8% were highly satisfied with the service of newspaper clippings. However, 33% of respondents were fairly satisfied, 21% were unsatisfied and 4% were highly unsatisfied with the newspaper clipping service in a college. The result shows that a maximum number of respondents were not satisfied with the newspaper clipping service provided in a college library under study.
- (xi) Internet speed is a very big issue in accessing the e-resources and only 25% respondents were unsatisfied, and 6% (29) were highly unsatisfied with the overall internet speed in the library.

**The findings are according to the sixth objective,” Find out the strengths and weaknesses of library staff to provide library services.”**

- (i) Many Librarians/librarians- in -charge are acquiring a Master's Degree in Library and Information Science, however in two colleges Viz. Government Khawzawl College and Government Lawngtlai College library in charge are not acquiring degrees in Library and Information Science. It is also identified that there are 4 colleges whose librarians are qualified with a doctoral degree: Government Hrangbana College, Government Aizawl North College, Government T Romana College, and Pachhunga University College. However, the rest of the college's librarians/library- in- charge are with M.Phil, NET, Master's Degree in Library and Information Science.
- (ii) Librarians and library professionals were insufficient staff and lack of personnel in most of the college libraries. In addition, in 9 colleges' there was no librarian or Deputy Librarian. it was also found that several staff are casual and contract workers. However, At Pachhunga University College there are 9 library staff out of which there are 3 casual workers, this shows that they are the greatest number of library staff under study. The rest of the other college's library staff are up to 1-4 staff only.
- (iii) Out of 23 colleges 4 (17%) namely Government Hrangbana College, HATIM, Government Hnahthial College, and Pachhunga University College were satisfied with the number of library staff members. However, 19 (83%) Colleges expressed dissatisfaction with the availability of the library staff. This indicates that many college library personnel experienced a shortage of staff and library professionals.
- (iv) More than half (53%) and one third (33%) of the respondents agreed and strongly agreed on library staff professionalism and dealing with the library users. A very low percentage was found in library staff professionalism in dealing with library users 12% fairly agreed, 3% disagreed and only 0.3% strongly disagreed in dealing with library users.
- (v) The study finding shows that 49% of the respondents agreed and 34% strongly agreed on the library staff's friendliness towards library users.

Whereas, very few of them 15% fairly agreed and only 1% disagreed followed by 2% (12) strongly disagreed on library staff friendliness.

- (vi) The finding observed that 48% respondents agreed and 26% respondents strongly agreed on providing the needs of the users by the library staff. While 18% fairly agreed and 7% (41) disagreed followed by 2% strongly disagreed with the respondents on providing the needs of the users by the library staff.
- (vii) The finding observed that half of the respondents (50%) agreed and less than one third (28%) strongly agreed that library staff was knowledgeable and efficient in their work and duties. Whereas, more than one tenth respondents (14%) say fairly agree, 6% disagree regarding the knowledge and efficiency of the library staff.
- (viii) More than half (52%) and one forth (25%) respondents agreed and strongly agreed on providing library quality services by the library staff, whereas less than one fifth respondents (18%) fairly agreed, and 4% disagree on library staff concerning providing library service quality to the library users.
- (ix) About half of respondents (49%) agreed and about one forth (26%) strongly agreed on library staff responses in a timely manner. Whereas less than one fifth (17%) fairly agree and 7% disagree with the responses of the library staff in a timely manner towards library users.
- (x) About 18% respondents strongly disagree and 45% disagree followed by 13% fairly agree with the respondents on the difficult approach of the library staffs whereas, 17% agree and 7% strongly agree on the difficulty of approaching library staffs by the respondents.
- (xi) It was found that 16 government colleges did not provide information about their library budget for a year, since the government did not provide separate allocations for the college library budget, hence the college only acquired funding and managed library fees and penalties. In addition, the researcher inquired about a librarian and discovered that these colleges do not have a specific budget for the library. Instead, they rely solely on library fees collected from students, which are also overseen by the

college authority or Principal. Nevertheless, Pachhunga University College (PUC) and Higher and Technical Institute Mizoram (HATIM) College were allocated consistent library funds. This may be attributed to the fact that PUC is a constituent institution of Mizoram University, while HATIM College is also managed by the church. The remaining five colleges, which also discussed their library budget, also derive their funding from student fees only.

- (xii) A significant number of government colleges in Mizoram relied heavily on student library fees for funding. Additionally, a few college libraries also received funding from RUSA and NEDP. Significantly, the government of Mizoram did not allocate any cash to any college library. The finding shows that total of 11 college libraries were granted funds by RUSA to construct new library buildings and purchase books. Additionally, 9 colleges are provided with resources through the New Economic Development Policy (NEDP), such as books, projectors, digital cameras, laptops, scanners, and other related items. Pachhunga University College (PUC) received funding from Mizoram University (MZU), while HATIM (Higher and Technical Institute, Mizoram) received funding from the Baptist Church of Mizoram (BCM). Additionally, Mamit College, which has been declared an Aspirational district, received 20 computers along with tables to furnish its digital library from NITI (Aayog).
- (xiii) The majority of colleges (17; 74%) of the library staff reported irregular financial assistance whereas only 3(16%) of the respondents stated 'No' to irregular financial assistance. 19(83%) of the library staff of all selected colleges stated that they have issues and challenges with poor staff strength. Another issue and challenge faced by the library staff was a lack of interest from higher authority with a percentage of 14 (61%). The majority 13(57%) of the library staff reported that they have poor library building. 15(65%) of the library professionals stated that they have an issue with poor physical infrastructure. However, 17(74%) of the library staff reported that they were not having an issue with internet connectivity.



- (xiv) It was found that out of 23 college librarians or library professionals irrespective of urban and rural area, 23(100%) library professionals stated that they are good at computer knowledge and skills.

## **B. GENERAL INVESTIGATION AND FINDINGS OF THE STUDY**

- (i) The gender-wise distribution of the respondents and analysis determined that 48% (277) of the respondents were male; however, the majority, 52% (298) of the respondents, were female. The highest number of male respondents was found in Aizawl Government College and Zirtiri Residential Science College, with 84%; whereas Government Hrangbana College, with 88% of the respondents, was the female highest respondent.
- (ii) Based on the analysis of the data shows that 46% of the respondents belong to the 20-25 age group followed by 21% representing from 25-35 age group. 18% of the respondents also represent the age group of below 20 age group. However, 8% of the respondents belong between the 35-45 age groups whereas 7% is the least age group belonging to the above 45 age group.
- (iii) In the college-wise analysis it was found that from the 10 colleges (T Romana, Hrangbana, Kolasib, Champhai, Aizawl North, J Thankima, Johnson, Siaha, Kamalanagar, and J Buana colleges), more than 40% respondents feel that they do not find adequate time for library visit. However, Hnahthial college 100% Aizawl College, Mamit College, Lawngtlai College more than 90% and Zirtiri College, Aizawl West, Zawlnuam College, Serchhip College, HATIM and PUC above 80% respondents said that they have sufficient time to visit the library to fulfill their information needs.
- (iv) In the college-wise analysis of time spent in the library, it was found that 100% of respondents in Lawngtlai College and 5 other colleges (Champhai, Aizawl West, Johnson, Saitual, and Serchhip) more than 60% of respondents spent less than 1hr time in the library. Further, 80% respondents of from Aizawl College and more than 60% of respondents from 6 colleges (Hrangbana, Kolasib, Zirtiri, J Thankima, Kamalanagar,

and HATIM) spent 1hrs to 2 hrs time in the library however, 56% of respondents from Zawlnuam college and only more than 24% respondents from 3 colleges (Aizawl North, Mamit and Siaha) spent more than 2 hrs. in the library.

- (v) The finding of shelf arrangement revealed that 68% (393) of the respondents were satisfied and 16% (93) of the respondents were highly satisfied with their respective college library shelving arrangement of books. However, 12% (71) were not satisfied, and only 3% of the respondents were highly unsatisfied with the arrangement of bookshelves in the library. In this shelving arrangement, the highest percentage of satisfied respondents was found in Saiha colleges library (92%). The Second percentage of satisfied respondents was found in three colleges namely Aizawl College, Kamalanagar, and Zawlnuam College with 88%, third highest percentage satisfied of users was found at in HATIM library (84%) however the highest un-satisfaction was found in Lawngtlai college with 72% followed by Hnahthial college (32%) and Aizawl North (24%). Furthermore, two colleges (Siaha and PUC) have 100% satisfaction with shelve arrangement and Zirtiri College has the highest (56%) highly satisfactory response followed by Champhai (40%) and PUC (36%).
- (vi) Regarding gender distribution among librarian/ library in charge, it was found that the majority 57% (13) of the respondents were male whereas 43% (10) of the respondents were female.
- (vii) With regards to the Age-wise distribution of librarian or library in charge, the analysis identified that 22% (5) of the respondents belong to the below 35 age group, followed by 30% (7) belonging to the age between 35-45 age group whereas 48% (11) with the highest rank belong to 45 above
- (viii) The finding revealed that a large number of Librarians/ Library In-charge are acquiring a Master's Degree in Library and Information Science, however in two colleges Viz. Government Khawzawl College and Government Lawngtlai College library in-charge are not acquiring

degrees in Library and Information Science. Furthermore, it also identified that There are 4 colleges whose librarians are qualified with a doctoral degree namely Government Hrangbana College, Government Aizawl North College, Government T Romana College, and Pachhunga University College. However, the rest of the college's librarians/library in charge are with M.Phil, NET, Master's Degree in Library and Information Science.

- (ix) The finding shows that the majority of the library building/ rooms were not spacious enough. Pachhunga University College with its separate library building was the most spacious library building with 8200Sq.Ft., secondly, Government Zrtiri Residential Science College has a library size of 7200 sq. Ft, while thirdly Hrangbana College Library with an area of 4100Sq.Ft. However, the smallest among college libraries under study is Government J. Buana College with an area of 1024Sq.Ft.

## 6.2. HYPOTHESIS TESTING

Based on the above findings and suggestions, hypotheses are tested and authenticated. To test the hypothesis statistical method using SPSS was utilized. In this research for testing the hypothesis, there are two statistical tools were used namely

**Mann Whitney U Test:** It is the non-parametric alternative to the independent-sample t-test. It is a statistical test that is utilized to compare two groups where the responses (data) for the test (dependent) variable are ordinal or continuous (non-normal). Mann Whitney U Test can be used as an alternative test for independent-sample t-test when the assumptions of the test cannot be satisfied

**Kruskal Wallis Test:** A Kruskal Wallis test is a non- parametric alternative to One-Way ANOVA. It is used when you want to check differences among more than two groups, and the data is non- normal and is qualitative, on ordinal scale/ continuous scale. Kruskal Wallis test be used as an alternative test for One- Way ANOVA when the assumptions of the test cannot be satisfied.

**H1: There is a significant difference between male and female users' frequency of visiting libraries for consultation in selected college libraries.**

To evaluate the difference between male and female users' frequency of library visits was tested using the Mann- Whitney U Test. The test revealed that there is no significant difference in visiting the library for consultation in selected colleges between males (Mean=287.75, n=277) and females (Mean=288.23, n=298), U=41204.000, z= .035, p=.972. Thus, the hypothesis is rejected.

Table 6.1. Result of Hypothesis Testing (H1)

Mean Ranks				
Test Statistics				
		Freq of library visit		
Mann-Whitney U		41204.000		
Wilcoxon W		79707.000		
Z		.035		
Asymp. Sig. (2-tailed)		.972		
Gender		N	Mean Rank	Sum of Ranks
Freq of library visit	Male	277	287.75	79707.00
	Female	298	288.23	85893.00
	Total	575		

(Source: Primary data)

**H2: There is a significant difference in the availability of ICT and physical infrastructure among selected college libraries.**

The differences between the availability of ICT and the physical infrastructure of the selected college library were tested using the Kruskal Wallis Test. The table reveals

that there is a significant difference among the selected college library in terms of the availability of ICT such as Internet facility ( $p=.001$ ) and Computerized library management system ( $p=.001$ ) as well as the physical infrastructure such as Separate Library building ( $p=.001$ ), Separate reading room ( $p=.001$ ), Seminar Hall ( $p=.001$ ), Departmental library ( $p=.001$ ), photocopier ( $p=.001$ ), and faculty lounge ( $p=.001$ ). Thus, with the available data, the hypothesis is accepted.

Table 6.2. Result of Hypothesis Testing (H2)

Kruskal Wallis test									
Test Statistics									
	Separate Library building	Separate reading room	Seminar hall	Departmental library	photocopier	separate computer system	faculty lounge	Internet facility	Computerized library management system
Chi-Square	232.862	125.145	155.730	181.374	223.742	215.553	199.399	198.134	137.608
df	22	22	22	22	22	22	22	22	22
Asymp. Sig.	.001	.001	.001	.001	.001	.001	.001	.001	.001

(Source: Primary data)

### **H3: There is no significant difference between faculty and students in the level of satisfaction with library resources in college libraries.**

The differences between faculty and students in the level of satisfaction with library resources in the college library were tested using the Kruskal Wallis Test. The test was run with different categories of Viz. books, references, journals, periodicals, e-resources, and magazines. The mean rank shows that the student's level of satisfaction (309.76) is higher than the faculty's level of satisfaction (254.39) in terms of books. The mean rank also reveals that the student's level of satisfaction (309.06) is higher than the faculty level of satisfaction (255.48) in terms of reference. The mean rank identifies the student level of satisfaction (313.7) is higher than faculty (249.28) level of satisfaction in terms of journals. In terms of newspaper the mean rank shows the students level of satisfaction (303.26) is much higher than faculty level of satisfaction (264.44). It is also reveals from the mean rank that the

student's level of satisfaction (310.77) is also higher than faculty (252.84) level of satisfaction in terms of e-resources. In terms of magazines the mean ranks show students (310.77) level of satisfaction is higher than faculty (250.53) level of satisfaction. Therefore, the test revealed significant differences between faculty and students in the level of satisfaction with library resources such as books (Asymp. Sig.= .001), references (Asymp. Sig.= .001), journals (Asymp. Sig.= .001), periodicals (Asymp. Sig.= .001), e-resources (Asymp. Sig.= .001), and magazines (Asymp. Sig.= .001). Thus, with the available data, the hypothesis is rejected.

Table 6.3. Result of Hypothesis Testing (H3)

<b>Library resources</b>							
	<b>Books</b>	<b>Reference</b>	<b>Journal</b>	<b>Periodicals</b>	<b>E-Resources</b>	<b>Magazines</b>	<b>Overall</b>
Mann-Whitney U	31841.500	32088.000	30687.000	34111.500	31491.000	30968.500	29117.500
Wilcoxon W	57492.500	57739.000	56338.000	59762.500	57142.000	56619.500	54768.500
Z	-4.259	-4.084	-4.759	-2.866	-4.276	-4.547	-5.328
Asymp. Sig. (2-tailed)	.001	.001	.001	.001	.001	.001	.001

<b>Ranks</b>	<b>Mean table</b>			
<b>Designation</b>		<b>N = 575</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
Books	Faculty	226	254.39	57492.50
	Student	349	309.76	108107.50
Reference	Faculty	226	255.48	57739.00
	Student	349	309.06	107861.00
Journal	Faculty	226	249.28	56338.00
	Student	349	313.07	109262.00
Newspaper	Faculty	226	264.44	59762.50
	Student	349	303.26	105837.50
E-Resources	Faculty	226	252.84	57142.00
	Student	349	310.77	108458.00

Magazines	Faculty	226	250.53	56619.50
	Student	349	312.27	108980.50
Overall	Faculty	226	242.34	54768.50
	Student	349	317.57	110831.50

(Source: Primary data)

#### **H4 There is no significant difference between faculty and students in the level of satisfaction with library services in college libraries.**

The differences between faculty and students in the level of satisfaction towards library services in the college library were tested using the Kruskal Wallis Test. The test was run with different categories of Viz. Circulation, references, reprographics, internet, newspaper clipping, bound volumes, and Institution Repository. The mean rank shows in terms of circulation (294.32), reference (301.64) and reprographic (296.56) students' level of satisfaction is higher than faculty 278.24 (Circulation), 266.93 (reference), and (reprography) 274.77. The mean rank shows students' level of satisfaction 279.25 is lower than the faculty's level of satisfaction (301.51) in terms of Internet services, it is also shown in the mean rank that in terms of newspaper clipping and bound volume service students' level of satisfaction 290.80, 294.40 is higher than faculty 283.68, 278.11. Thus, the test revealed significant differences between faculty and students in the level of satisfaction with reference services, (Asymp. Sig.= .008). However, the test revealed insignificant differences in Circulation (Asymp. Sig.= .021) reprographic (Asymp. Sig.= .105), internet (Asymp. Sig.= .103), newspaper clipping (Asymp. Sig.= .6) and bound volumes (Asymp. Sig.= .226). The overall level of satisfaction towards library services between faculty and students shows no significant difference (Asymp. Sig.= .306). Thus, with the available data the hypothesis is rejected.

Table 6.4. Result of Hypothesis Testing (H4)

<b>Ranks table</b>				
Particulars	Designation	N	Mean Rank	Sum of Ranks
Circulation	Faculty	226	278.24	62882.00
	Student	349	294.32	102718.00
Reference	Faculty	226	266.93	60326.00

	Student	349	301.64	105274.00
Reprographic	Faculty	226	274.77	62099.00
	Student	349	296.56	103501.00
Internet	Faculty	226	301.51	68142.00
	Student	349	279.25	97458.00
Newspaper Clippings	Faculty	226	283.68	64112.00
	Student	349	290.80	101488.00
Bound Volumes	Faculty	226	278.11	62853.00
	Student	349	294.40	102747.00
Over all	Faculty	226	279.20	63099.00
	Student	349	293.70	102501.00

	Library services	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
	Circulation	37231	62882	-1.254	0.21
	Reference	34675	60326	-2.648	0.008
	Reprographic	36448	62099	-1.62	0.105
	Internet	36383	97458	-1.632	0.103
	Newspaper Clippings	38461	64112	-0.524	0.6
	Bound Volumes	37202	62853	-1.211	0.226
	Overnight reference	38635	99710	-0.43	0.667
	Institution Repository	36163.5	61814.5	-1.773	0.076
	Over all	37448	63099	-1.024	0.306

(Source: Primary Data)

### 6.3. CONCLUSION

The primary objective of a library is to collect, organize, preserve, disseminate, and provide access to knowledge and information to its users. A few decades ago, a variety of documentary sources were collected and organized by a different technical process in the library to satisfy the users' information needs. Still, in the present digital environment, with documentary sources, there are many non-documentary sources, and its available in various forms. To reduce the price of e-resources, many network-based services are also introduced by different national agencies and many



libraries are now participating in this network to provide better information services to their users at very minimum cost. Even then, it is a challenge for today's libraries to fulfill their users' information needs because of the variety of information sources and multidimensional approach to seeking information by users. This challenge become more and more especially in rural area libraries because all available ICT technologies used in the LIS profession are not reached in rural areas of a country at present.

User's perceptions and satisfaction with library resources and services have largely been ignored by researchers and practitioners of library and information science, especially in the remote and rural areas of Mizoram. The present study is conducted to evaluate the library infrastructure, resources, and services offered by colleges under study and the level of user satisfaction and service quality. Though Mizoram has the second highest literacy rate in India nevertheless in terms of higher learning studies, there are many issues and challenges encountered in the state in terms of higher education, Socioeconomics, Transport and communication, etc. As it is already stated in higher education there are 23 colleges, 9 colleges located in Aizawl City itself, 3 colleges are situated in Lunglei town and the rest of the colleges are from one each in district headquarters. The present study projected the diversity of users and their level of satisfaction in terms of library resources and services under study. The analysis is done on various evaluation criteria like Gender analysis, the satisfaction of Library resources and services, purpose of library visits, frequency of library visits, preferred documents, the satisfaction of human resources and physical resources, average daily visits, the total number of the library collection, library budget, sources of library income, a researcher also asked a question to the librarian and library professional, etc. Based on this analysis and interpretation, the findings of the study are drawn. The gender analysis is an important segment of any research of social sciences to ensure the gender representation and gender-wise representation of respondents of this study and it is revealed that the overall gender distribution was almost similar but the majority of the respondents were female. As far as the frequency of library visits is concerned the researcher attempted to know how frequently the library users visited the library because it is an important indicator of

its essential significance. Consequently, it is identified that the overall visitation of the library is very poor in both two groups of respondents. It is also observed from the analysis that library professionals were not satisfied with their number of staff strength, the analysis also identified that no proper budget allocation from the state government and most of the library sources of income are from annual collected student's library fees.

The library users are visited library for different academic purpose and it differ from users to users and persons to persons. Information about purpose of library visit will help the librarians to re-design in collection development and services rendered by the library. The analysis shows that majority of respondents visited library for the purpose of book circulation (charging and discharging). From the general findings it is clearly shown that as far as adequacy of timing to visit library, users time spent and their convenient to visit library is concern, majority of respondents had adequate time to visit library, maximum number of respondents their time spent in the library is half an hour to one hour and their convenient time to visit is 12 Noon to 2:00Pm

The Internet has become a part of the library environment today. The library and information professionals have a vital role to play in organizing the information and bridging the gap between information-rich and information-poor. The present study also investigated the availability of the Internet in the library and their satisfaction with Internet service in their respective library. Thus, it is revealed from the study that 23 colleges were connected to internet facilities subsequently a large number of the respondents were satisfied with the internet service. It was also found that librarians and library professionals were insufficient staff and lack of personnel in the majority of the college library. In addition, in 8 colleges' there was no librarian or Deputy Librarian. it was also found that several staff are casual and contract workers. However, At Pachhunga University College there are 9 library staff out of which there are 3 casual workers, this shows that they are the greatest number of library staff under study. The rest of the other college's library staff are up to 2-4 staff only.

The study's main objective was to examine the status of user satisfaction among the 23 college libraries in Mizoram. The researcher concluded that User satisfaction is

the major focus of the library services the library should scrutinize the use, quality, and effectiveness of their existing information sources and services and whether they should be continued or be replaced by those sources and services that are better to keep pace with users changing desires and preferences.

The level of information requirements of the users' community in the colleges depends upon the nature of their academic activities. Among the users, students, teachers, and research scholars need information at the levels of study, teaching, and research respectively. Thus, academic libraries such as the college library should be constantly searching for new ways to keep up with the expectations of their academic community. It is the responsibility of library professionals to undertake user satisfaction surveys from time to time. College libraries must be as dynamic as the users they serve whether they are faculty members, students, non-teaching staff, or research scholars. In a rapidly developing field such as sciences, social sciences, humanities, management, or information science, changes in user behaviour and the impact of improvements need to be re-assessed at regular intervals continuously. The answer to the question "How can a library improve its collection and services to satisfy user requirements?" is ever-changing since user needs never remain static. However, finding answers to this question will help not only the college library but any library to be more attentive to the objective of satisfying users and to execute changes depending on the user's needs.

Therefore, the findings of the present study can be considered as guiding principles in developing need-based collection and providing effective services to the research scholars as well as other users community of the colleges. The findings of the survey reveal that there is an urgent need for improvement of college libraries in terms of their buildings, information resources, Furniture & equipment, Human resources, and services offered proper training and orientation among the staff from time to time to equip the skills without appropriate skills there is no possibility to translate the knowledge among the user community.

Considering all the above-mentioned issues, it is concluded that, user approach or user behavior and their expectations towards library services are dealt with in two

ways. It can be fully satisfied or partially satisfied. Knowing the perceptions of the users, dealing with users' needs, frequent interactions with users, and knowing users' expectations are the ways to bridge the gap between users' expectations and satisfaction. The academic library always strives hard to fulfil its users' needs and expectations. The users in the academic library have a subject and examination-oriented approach. They are not expecting larger than their basic needs. Even though textbooks are their priority, the library should encourage them to refer to various important reference print sources and e-resources.

Thus, it can be concluded that the level of satisfaction with library resources and services by teachers and students in Mizoram College library was not satisfactory. The findings of this study have provided useful insight for the library professionals and the government officials and authorities of Mizoram to take appropriate strategies for the development of the library.

#### **6.4. RECOMMENDATION AND SUGGESTIONS**

In the light of the findings based upon the responses of the questionnaires, the following suggestions can be considered

1. To meet the needs of the users and fulfill its mission, the library should take necessary actions to improve library resources in the form of Textbooks/ Course Books, References, Journals and periodicals, etc. Collecting materials and setting aside study corners for aspirant students taking competitive exams/civil service exams is also suggested.
2. It is observed from the analysis that out of 23 colleges only 9 have separate library buildings therefore it is suggested that all the college libraries under study should have separate library buildings which should be conveniently located on the college campus to maintain quietness and a good learning environment.
3. The library should improve its physical infrastructure and ICT infrastructure by providing adequate reading space, seating capacity, functional furniture, CCTV, adequate computer systems with internet connectivity, etc.

4. Further, it is recommended to the library professionals and authorities that the library building/ and the library-occupied room be extended vertically and horizontally because out of 23 colleges only 9 colleges have separate library buildings with spacious carpet areas, the 14 colleges occupied library is not spacious enough for making a congenial library environment.
5. It is also suggested that the library should conduct a user awareness program/information literacy in every college regularly for both faculty and students to educate them on search techniques, awareness about library catalogs, sections or parts of documents, how to find the latest online content in their fields, rules, and regulations of the library, its facilities, resources, and e-resources are available in the library
6. According to the librarian or library staff data analysis, the average daily visits to the libraries under study were very low for both faculty and students. it is recommended that the librarian or library professional take the initiative by fostering a friendly and inclusive atmosphere, librarians should encourage students and faculty to visit regularly and feel comfortable utilizing library services. Provide access to computers, lounge for faculty, spacious reading area, charging stations, and Wi-Fi, and promote digital resources like e-books, e-journals, and online databases.
7. One of the challenges and shortfalls of the college library under investigation is the lack of supporting staff. According to the findings of data analysis, out of 23 colleges, 11 colleges do not have a librarian or deputy librarian which leads to insufficient and lack of personnel in the library, furthermore, it is also found out from the investigation that the majority of the college library also do not have library assistant and library attendant. Therefore, it is suggested that the Mizoram government, college authorities, and the library professionals' association should take the necessary action and look for feasibilities to recruit qualified new librarians and supporting staff in the library to improve the quality of library services in the college.
8. The survey showed that only two colleges have proper allocations of library budget and funding, the rest of the 21 college libraries do not have appropriate budgets for the procurement of library resources and services. It

is strongly recommended and suggested to the state government and higher authority to allocate a library budget to purchase or subscribe to essential academic resources, including books, journals, databases, and digital media, which support the curriculum and research needs of students and faculty. A well-planned library budget directly impacts the quality of education, research opportunities, and the overall academic experience at a college.

9. For academic libraries, maintaining a complete, accessible collection of journals and publications is essential for supporting student and faculty research. Binding ensures that all issues of a publication are kept together, preventing the loss of individual articles and maintaining the integrity of the collection. It is observed by the researcher that most of the college libraries under study did not practice back volume binding. To meet the needs and satisfy of users, it is recommended that all librarians and library staff maintain periodical back volumes binding in their libraries respectively.
10. To meet the needs of users the researcher also recommends that every library should introduce sanitary services for their users, if washrooms are available, students can attend to personal needs without leaving the library. This convenience allows them to focus on their studies without interruptions. A well-maintained washroom can make the library more inviting. If students feel comfortable and cared for, they are more likely to utilize the library's resources. It is also suggested that providing access to clean drinking water in a college library supports students' health and academic success without interruption.
11. Library staff, both professional and semi-professional needs to be fully oriented towards the application of ICT in the library. The authority should organize such kind of regular training programs viz. workshops, conferences, and seminars to acquire the latest developments in the field. Special initiatives in orientation programs/training may be organized for the library staff to update their subject domain knowledge and the latest developments in the LIS field.

## **6.5. SCOPE FOR FUTURE RESEARCH**

The concept of users' satisfaction is very relevant for all libraries since its existence and much research has been conducted in this area but so many research fields are still unexplored and nearby to further exploration by any interested researchers. Based on my research experience from this study, the following scope for research has been suggested as potential research fields for the research professionals in the field of library and information science and other disciplines:

1. Presently, the study is only confined to the 23 colleges to determine the user's satisfaction and a similar study can be done on all the colleges of Mizoram to get a comprehensive result of the whole state.
2. A further study may be conducted on the users' satisfaction with library resources and services of central universities of the NE region.
3. A further study may be conducted among top-ranked NIRF colleges of the NE region and analyze the users' satisfaction among these colleges.
4. A similar study may be conducted to study the users' satisfaction with library resources and services of technical and professional institutions of Mizoram as well as NE regions.

# APPENDICES



# **BIBLIOGRAPHY**

## APPENDIX-1

### PURPOSE OF LIBRARY VISITS

#### (1) Purpose of Library Visit with Study

Name of Institution	Study purpose		Total
	Yes	No	
T Romana	8	17	25
Aizawl College	24	1	25
Hrangbana	21	4	25
Kolasib	20	5	25
Khawzawl	16	9	25
Champhai	17	8	25
Zirtiri	21	4	25
Aizawl North	14	11	25
J Thankima	14	11	25
Aizawl West	17	8	25
Johnson	16	9	25
Saitual	11	14	25
Mamit	17	8	25
Zawlnuam	13	12	25
Lawngtlai	8	17	25
Siaha	15	10	25
Kamalanagar	12	13	25
Serchhip	17	8	25
LGC	19	6	25
HATIM	23	2	25
JBuana	19	6	25
Hnahthial	18	7	25
PUC	24	1	25
<b>Total</b>	<b>384</b>	<b>191</b>	<b>575</b>

#### (2) Purpose of Library Visit with Reading Newspaper/ Journals:

Name of Institution	Purpose of reading newspaper		Total
	Yes	No	
T Romana	3	22	25
Aizawl College	16	9	25
Hrangbana	3	22	25
Kolasib	11	14	25

Khawzawl	5	20	25
Champhai	7	18	25
Zirtiri	13	12	25
Aizawl North	3	22	25
J Thankima	18	7	25
Aizawl West	8	17	25
Johnson	10	15	25
Saitual	11	14	25
Mamit	14	11	25
Zawlnuam	12	13	25
Lawngtlai	1	24	25
Siaha	10	15	25
Kamalanagar	1	24	25
Serchhip	5	20	25
LGC	4	21	25
HATIM	12	13	25
JBuana	14	11	25
Hnahthial	11	14	25
PUC	6	19	25
<b>Total</b>	<b>198</b>	<b>377</b>	<b>575</b>

**(3) The purpose of Library visits is to borrow books**

Name of institution	Purpose of borrowing books		Total
	Yes	No	
T Romana	18	7	25
Aizawl College	20	5	25
Hrangbana	21	4	25
Kolasib	22	3	25
Khawzawl	13	12	25
Champhai	22	3	25
Zirtiri	22	3	25
Aizawl North	21	4	25
J Thankima	20	5	25
Aizawl West	22	3	25
Johnson	22	3	25
Saitual	25	0	25
Mamit	23	2	25
Zawlnuam	24	1	25
Lawngtlai	24	1	25
Siaha	19	6	25
Kamalanagar	22	3	25
Serchhip	24	1	25

LGC	21	4	25
HATIM	23	2	25
JBuana	21	4	25
Hnahthial	23	2	25
PUC	25	0	25
<b>Total</b>	<b>497</b>	<b>78</b>	<b>575</b>

**(4) The purpose of library visits for photocopy**

Name of institution	Photocopy purpose		Total
	Yes	No	
T Romana	0	25	25
Aizawl College	2	23	25
Hrangbana	1	24	25
Kolasib	10	15	25
Khawzawl	1	24	25
Champhai	0	25	25
Zirtiri	14	11	25
Aizawl North	0	25	25
J Thankima	1	24	25
Aizawl West\	9	16	25
Johnson	3	22	25
Saitual	2	23	25
Mamit	7	18	25
Zawlnuam	4	21	25
Lawngtlai	0	25	25
Siaha	1	24	25
Kamalanagar	1	24	25
Serchhip	2	23	25
LGC	2	23	25
HATIM	19	6	25
JBuana	11	14	25
Hnahthial	11	14	25
PUC	16	9	25
<b>Total</b>	<b>117</b>	<b>458</b>	<b>575</b>

**(5) The purpose of a library visit is to do an assignment**

Name of institution	To do assignment		Total
	Yes	No	
T Romana	11	14	25
Aizawl College	15	10	25
Hrangbana	12	13	25

Kolasib	13	12	25
Khawzawl	7	18	25
Champhai	13	12	25
Zirtiri	18	7	25
Aizawl North	13	12	25
J Thankima	6	19	25
Aizawl West	11	14	25
Johnson	12	13	25
Saitual	8	17	25
Mamit	16	9	25
Zawlnuam	11	14	25
Lawngtlai	3	22	25
Siaha	11	14	25
Kamalanagar	5	20	25
Serchhip	6	19	25
LGC	10	15	25
HATIM	14	11	25
JBuana	12	13	25
Hnahthial	8	17	25
PUC	9	16	25
<b>Total</b>	<b>244</b>	<b>331</b>	<b>575</b>

**(6) The purpose of library visits with time past**

Name of institution	Time past		Total
	Yes	No	
T Romana	9	16	25
Aizawl College	4	21	25
Hrangbana	7	18	25
Kolasib	9	16	25
Khawzawl	1	24	25
Champhai	2	23	25
Zirtiri	3	22	25
Aizawl North	7	18	25
J Thankima	12	13	25
Aizawl West	5	20	25
Johnson	6	19	25
Saitual	4	21	25
Mamit	10	15	25
Zawlnuam	3	22	25
Lawngtlai	1	24	25
Siaha	0	25	25
Kamalagar	1	24	25
Serchhip	4	21	25

LGC	13	12	25
HATIM	5	20	25
JBuana	8	17	25
Hnahthial	2	23	25
PUC	5	20	25
<b>Total</b>	<b>121</b>	<b>454</b>	<b>575</b>

**(7) The purpose of library visits with prepare lecture**

Name of institution	Prepare lecture		Total
	Yes	No	
T Romana	8	17	25
Aizawl College	14	11	25
Hrangbana	12	13	25
Kolasib	6	19	25
Khawzawl	2	23	25
Champhai	3	22	25
Zirtiri	2	23	25
Aizawl North	7	18	25
J Thankima	10	15	25
Aizawl West	9	16	25
Johnson	8	17	25
Saitual	12	13	25
Mamit	17	8	25
Zawlnuam	11	14	25
Lawngtlai	8	17	25
Siaha	7	18	25
Kamalanagar	9	16	25
Serchhip	9	16	25
LGC	6	19	25
HATIM	6	19	25
JBuana	6	19	25
Hnahthial	9	16	25
PUC	8	17	25
<b>Total</b>	<b>189</b>	<b>386</b>	<b>575</b>

**(8) Purpose of library visits with updating knowledge**

Name of institution	Updating knowledge		Total
	Yes	No	
T Romana	9	16	25
Aizawl College	10	15	25
Hrangbana	16	9	25
Kolasib	6	19	25

Khawzawl	6	19	25
Champhai	7	18	25
Zirtiri	17	8	25
Aizawl North	9	16	25
J Thankima	11	14	25
Aizawl West	13	12	25
Johnson	2	23	25
Saitual	15	10	25
Mamit	11	14	25
Zawlnuam	15	10	25
Lawngtlai	3	22	25
Siaha	17	8	25
Kamalanagar	7	18	25
Serchhip	5	20	25
LGC	10	15	25
HATIM	15	10	25
JBuana	7	18	25
Hnahthial	4	21	25
PUC	6	19	25
<b>Total</b>	<b>221</b>	<b>354</b>	<b>575</b>

**(9) Purpose of library visits with Recreation**

Name of institution	Recreation purpose		Total
	Yes	No	
T Romana	1	24	25
Aizawl College	2	23	25
Hrangbana	3	22	25
Kolasib	2	23	25
Khawzawl	0	25	25
Champhai	0	25	25
Zirtiri	9	16	25
Aizawl North	3	22	25
J Thankima	1	24	25
Aizawl West\	4	21	25
Johnson	1	24	25
Saitual	3	22	25
Mamit	5	20	25
Zawlnuam	9	16	25
Lawngtlai	0	25	25
Siaha	1	24	25
Kamalanagar	0	25	25
Serchhip	3	22	25
LGC	4	21	25

HATIM	1	24	25
JBuana	0	25	25
Hnahthial	0	25	25
PUC	3	22	25
<b>Total</b>	<b>55</b>	<b>520</b>	<b>575</b>

(10) **Purpose of library visits with research work**

Name of institution	To do research work		Total
	Yes	No	
T Romana	7	18	25
Aizawl College	5	20	25
Hrangbana	12	13	25
Kolasib	3	22	25
Khawzawl	2	23	25
Champhai	9	16	25
Zirtiri	7	18	25
Aizawl North	3	22	25
J Thankima	5	20	25
Aizawl West	5	20	25
Johnson	4	21	25
Saitual	5	20	25
Mamit	8	17	25
Zawlnuam	17	8	25
Lawngtlai	1	24	25
Siaha	0	25	25
Kamalanagar	1	24	25
Serchhip	5	20	25
LGC	7	18	25
HATIM	9	16	25
JBuana	5	20	25
Hnahthial	4	21	25
PUC	5	20	25
<b>Total</b>	<b>129</b>	<b>446</b>	<b>575</b>

(11) **Purpose of library visits with a collection of the old question**

Name of institutions	Old question		Total
	Yes	No	
T Romana	7	18	25
Aizawl College	3	22	25
Hrangbana	3	22	25
Kolasib	12	13	25
Khawzawl	9	16	25



Champhai	14	11	25
Zirtiri	18	7	25
Aizawl North	8	17	25
J Thankima	16	9	25
Aizawl West	5	20	25
Johnson	10	15	25
Saitual	14	11	25
Mamit	17	8	25
Zawlnuam	14	11	25
Lawngtlai	1	24	25
Siaha	12	13	25
Kamalanagar	8	17	25
Serchhip	6	19	25
LGC	8	17	25
HATIM	6	19	25
JBuana	6	19	25
Hnahthial	3	22	25
PUC	2	23	25
<b>Total</b>	<b>202</b>	<b>373</b>	<b>575</b>

(12) **Purpose of library visits with Internet uses**

Name of institutions	Internet uses		Total
	Yes	No	
T Romana	3	22	25
Aizawl College	11	14	25
Hrangbana	6	19	25
Kolasib	7	18	25
Khawzawl	1	24	25
Champhai	2	23	25
Zirtiri	4	21	25
Aizawl North	0	25	25
J Thankima	2	23	25
Aizawl West	7	18	25
Johnson	2	23	25
Saitual	3	22	25
Mamit	4	21	25
Zawlnuam	2	23	25
Lawngtlai	0	25	25
Siaha	0	25	25
Kamalanagar	0	25	25
Serchhip	4	21	25
LGC	6	19	25
HATIM	5	20	25
JBuana	2	23	25
Hnahthial	1	24	25
PUC	1	24	25
<b>Total</b>	<b>73</b>	<b>502</b>	<b>575</b>



## APPENDIX-2

### PURPOSE OF INFORMATION SEEKING

#### (1) Information seeking for study purpose

Name of institutions	Study purpose		Total
	Yes	No	
T Romana	20	5	25
Aizawl College	25	0	25
Hrangbana	23	2	25
Kolasib	22	3	25
Khawzawl	25	0	25
Champhai	21	4	25
Zirtiri	23	2	25
Aizawl North	19	6	25
J Thankima	23	2	25
Aizawl West	20	5	25
Johnson	21	4	25
Saitual	22	3	25
Mamit	25	0	25
Zawlnuam	25	0	25
Lawngtlai	24	1	25
Siaha	22	3	25
Kamalanagar	22	3	25
Serchhip	18	7	25
LGC	25	0	25
HATIM	25	0	25
J Buana	22	3	25
Hnahthial	23	2	25
PUC	25	0	25
<b>Total</b>	<b>520</b>	<b>55</b>	<b>575</b>

#### (2) Information seeking for general purpose

Name of institutions	General purpose		Total
	Yes	No	
T Romana	14	11	25
Aizawl College	19	6	25
Hrangbana	13	12	25
Kolasib	10	15	25
Khawzawl	9	16	25
Champhai	15	10	25
Zirtiri	17	8	25
Aizawl North	10	15	25
J Thankima	16	9	25
Aizawl West	15	10	25
Johnson	5	20	25

Saitual	12	13	25
Mamit	7	18	25
Zawlnuam	9	16	25
Lawngtlai	5	20	25
Siaha	7	18	25
Kamalanagar	15	10	25
Serchhip	17	8	25
LGC	12	13	25
HATIM	13	12	25
JBuana	14	11	25
Hnahthial	15	10	25
PUC	18	7	25
<b>Total</b>	<b>287</b>	<b>288</b>	<b>575</b>

**(3) Information seeking for preparing for competitive exam**

Name of institutions	Competitive exam		Total
	Yes	No	
T Romana	5	20	25
Aizawl College	15	10	25
Hrangbana	6	19	25
Kolasib	6	19	25
Khawzawl	18	7	25
Champhai	10	15	25
Zirtiri	14	11	25
Aizawl North	4	21	25
J Thankima	4	21	25
Aizawl West	4	21	25
Johnson	4	21	25
Saitual	10	15	25
Mamit	13	12	25
Zawlnuam	4	21	25
Lawngtlai	1	24	25
Siaha	3	22	25
Kamalanagar	2	23	25
Serchhip	11	14	25
LGC	1	24	25
HATIM	9	16	25
JBuana	6	19	25
Hnahthial	3	22	25
PUC	1	24	25
<b>Total</b>	<b>154</b>	<b>421</b>	<b>575</b>

**(4) Information seeking for recreation purposes**

Name of institutions	Recreation purpose		Total
	Yes	No	
T Romana	3	22	25
Aizawl College	1	24	25

Hrangbana	2	23	25
Kolasib	4	21	25
Khawzawl	2	23	25
Champhai	3	22	25
Zirtiri	10	15	25
Aizawl North	1	24	25
J Thankima	6	19	25
Aizawl West	4	21	25
Johnson	1	24	25
Saitual	3	22	25
Mamit	4	21	25
Zawlnuam	12	13	25
Lawngtlai	2	23	25
Siaha	2	23	25
Kamalanagar	1	24	25
Serchhip	5	20	25
LGC	3	22	25
HATIM	1	24	25
JBuana	0	25	25
Hnahthial	6	19	25
PUC	7	18	25
<b>Total</b>	<b>83</b>	<b>492</b>	<b>575</b>

**(5) Information seeking for employment information**

Name of institution	Employment information		Total
	Yes	No	
T Romana	2	23	25
Aizawl College	1	24	25
Hrangbana	3	22	25
Kolasib	2	23	25
Khawzawl	2	23	25
Champhai	2	23	25
Zirtiri	12	13	25
Aizawl North	0	25	25
J Thankima	3	22	25
Aizawl West	6	19	25
Johnson	1	24	25
Saitual	4	21	25
Mamit	11	14	25
Zawlnuam	1	24	25
Lawngtlai	1	24	25
Siaha	1	24	25
Kamalanagar	0	25	25
Serchhip	9	16	25
LGC	1	24	25
HATIM	3	22	25
JBuana	2	23	25

Hnahthial	3	22	25
PUC	1	24	25
<b>Total</b>	<b>71</b>	<b>504</b>	<b>575</b>

**(6) Information seeking to use current awareness service**

Name of institutions	Current awareness service		Total
	Yes	No	
T Romana	5	20	25
Aizawl College	2	23	25
Hrangbana	2	23	25
Kolasib	5	20	25
Khawzawl	6	19	25
Champhai	3	22	25
Zirtiri	11	14	25
Aizawl North	2	23	25
J Thankima	11	14	25
Aizawl West	4	21	25
Johnson	3	22	25
Saitual	4	21	25
Mamit	7	18	25
Zawlnuam	11	14	25
Lawngtlai	2	23	25
Siaha	7	18	25
Kamalanagar	0	25	25
Serchhip	10	15	25
LGC	2	23	25
HATIM	7	18	25
JBuana	5	20	25
Hnahthial	5	20	25
PUC	4	21	25
<b>Total</b>	<b>118</b>	<b>457</b>	<b>575</b>

**(7) Information seeking to use a library computer**

Name of institutions	To use a library computer		Total
	Yes	No	
T Romana	1	24	25
Aizawl College	10	15	25
Hrangbana	0	25	25
Kolasib	1	24	25
Khawzawl	9	16	25
Champhai	2	23	25
Zirtiri	4	21	25
Aizawl North	0	25	25
J Thankima	3	22	25

Aizawl West	2	23	25
Johnson	0	25	25
Saitual	2	23	25
Mamit	9	16	25
Zawlnuam	1	24	25
Lawngtlai	0	25	25
Siaha	0	25	25
Kamalanagar	3	22	25
Serchhip	4	21	25
LGC	0	25	25
HATIM	2	23	25
JBuana	1	24	25
Hnahthial	2	23	25
PUC	1	24	25
<b>Total</b>	<b>57</b>	<b>518</b>	<b>575</b>

### APPENDIX -3

#### LIBRARY USERS RELY AND DEPENDENCY ON LIBRARY RESOURCES

##### (1) Users' trust and dependency on types of information sources in the coursebook

Name of institutions	Coursebook		Total
	Yes	No	
T Romana	18	7	25
Aizawl College	24	1	25
Hrangbana	24	1	25
Kolasib	22	3	25
Khawzawl	23	2	25
Champhai	22	3	25
Zirtiri	21	4	25
Aizawl North	18	7	25
J Thankima	16	9	25
Aizawl West	18	7	25
Johnson	23	2	25
Saitual	25	0	25
Mamit	19	6	25
Zawlnuam	15	10	25
Lawngtlai	25	0	25
Siaha	20	5	25
Kamalanagar	20	5	25
Serchhip	18	7	25
LGC	24	1	25
HATIM	23	2	25
JBuana	24	1	25
Hnahthial	22	3	25
PUC	25	0	25
<b>Total</b>	<b>489</b>	<b>86</b>	<b>575</b>

##### (2) Users' trust and dependency on types of information sources in the reference book

Name of institutions	Reference book		Total
	Yes	No	
T Romana	10	15	25
Aizawl College	19	6	25
Hrangbana	17	8	25
Kolasib	12	13	25
Khawzawl	15	10	25
Champhai	8	17	25
Zirtiri	18	7	25
Aizawl North	18	7	25



J Thankima	14	11	25
Aizawl West\	15	10	25
Johnson	11	14	25
Saitual	11	14	25
Mamit	10	15	25
Zawlnuam	21	4	25
Lawngtlai	7	18	25
Siaha	12	13	25
Kamalanagar	12	13	25
Serchhip	15	10	25
LGC	10	15	25
HATIM	6	19	25
JBuana	6	19	25
Hnahthial	8	17	25
PUC	12	13	25
<b>Total</b>	<b>287</b>	<b>288</b>	<b>575</b>

**(3) Users' trust and dependency on types of information sources in the journals**

Name of institutions	Journals		Total
	Yes	No	
T Romana	3	22	25
Aizawl College	6	19	25
Hrangbana	9	16	25
Kolasib	6	19	25
Khawzawl	0	25	25
Champhai	4	21	25
Zirtiri	1	24	25
Aizawl North	3	22	25
J Thankima	9	16	25
Aizawl West	5	20	25
Johnson	3	22	25
Saitual	12	13	25
Mamit	6	19	25
Zawlnuam	9	16	25
Lawngtlai	1	24	25
Siaha	7	18	25
Kamalanagar	4	21	25
Serchhip	7	18	25
LGC	2	23	25
HATIM	8	17	25
JBuana	11	14	25
Hnahthial	9	16	25
PUC	7	18	25
<b>Total</b>	<b>132</b>	<b>443</b>	<b>575</b>

**(4) Users' trust and dependency on types of information sources in the lecture note**

<b>Name of institutions</b>	<b>Lecture note</b>		<b>Total</b>
	<b>Yes</b>	<b>No</b>	
T Romana	9	16	25
Aizawl College	16	9	25
Hrangbana	14	11	25
Kolasib	6	19	25
Khawzawl	15	10	25
Champhai	12	13	25
Zirtiri	14	11	25
Aizawl North	7	18	25
J Thankima	13	12	25
Aizawl West	12	13	25
Johnson	9	16	25
Saitual	16	9	25
Mamit	5	20	25
Zawlnuam	7	18	25
Lawngtlai	4	21	25
Siaha	10	15	25
Kamalanagar	5	20	25
Serchhip	7	18	25
LGC	7	18	25
HATIM	14	11	25
JBuana	5	20	25
Hnahthial	4	21	25
PUC	2	23	25
<b>Total</b>	<b>213</b>	<b>362</b>	<b>575</b>

**(5) Users' trust and dependency on types of information sources in the Internet services**

<b>Name of institutions</b>	<b>Internet services</b>		<b>Total</b>
	<b>Yes</b>	<b>No</b>	
T Romana	9	16	25
Aizawl College	16	9	25
Hrangbana	14	11	25
Kolasib	8	17	25
Khawzawl	7	18	25
Champhai	8	17	25
Zirtiri	7	18	25
Aizawl North	11	14	25
J Thankima	13	12	25
Aizawl West	7	18	25
Johnson	2	23	25

Saitual	6	19	25
Mamit	6	19	25
Zawlnuam	12	13	25
Lawngtlai	4	21	25
Siaha	6	19	25
Kamalanagar	12	13	25
Serchhip	7	18	25
LGC	7	18	25
HATIM	12	13	25
JBuana	7	18	25
Hnahthial	5	20	25
PUC	4	21	25
<b>Total</b>	<b>190</b>	<b>385</b>	<b>575</b>

**(6) Users' trust and dependency on types of information sources in the e-resources**

Name of institutions	e-resources		Total
	Yes	No	
T Romana	4	21	25
Aizawl College	4	21	25
Hrangbana	9	16	25
Kolasib	8	17	25
Khawzawl	20	5	25
Champhai	5	20	25
Zirtiri	2	23	25
Aizawl North	4	21	25
J Thankima	12	13	25
Aizawl West	4	21	25
Johnson	5	20	25
Saitual	3	22	25
Mamit	5	20	25
Zawlnuam	3	22	25
Lawngtlai	1	24	25
Siaha	6	19	25
Kamalanagar	2	23	25
Serchhip	12	13	25
LGC	4	21	25
HATIM	9	16	25
JBuana	4	21	25
Hnahthial	5	20	25
PUC	2	23	25
<b>Total</b>	<b>133</b>	<b>442</b>	<b>575</b>

**Questionnaire on**

**USE AND USERS' SATISFACTION TOWARDS LIBRARY RESOURCES  
AND SERVICES BY TEACHERS AND STUDENTS OF SELECTED  
COLLEGES IN MIZORAM: AN EVALUATIVE STUDY**

In connection with my Ph.D Research work on **“USE AND USERS’ SATISFACTION TOWARDS LIBRARY RESOURCES AND SERVICES BY TEACHERS AND STUDENTS OF SELECTED COLLEGES IN MIZORAM: AN EVALUATIVE STUDY”** under the guidance of Professor Manoj Kumar Verma, DLIS, MZU. I am collecting information on various aspects of the topic through questionnaire. You are requested to kindly spare a few minutes to fill in the enclosed questionnaire. Information supplied by you will be used for my research work only and will be kept confidential. The dully filled in questionnaire may kindly be returned to the undersigned.

I shall be very grateful to you for your early response.

Thanking you

Mr. Lalrokhawma  
Ph.D. Research Scholar  
Dept. of Lib. & Inf. Science  
Mizoram University, Aizawl  
Contact: 9366974587  
[hatimlib@gmail.com](mailto:hatimlib@gmail.com)

*Please put a tick mark (✓) in the appropriate responses*

1. Name of the Institution :

\_\_\_\_\_

2. Year of establishment : \_\_\_\_\_

3. Name : \_\_\_\_\_

4. Gender : Male ☐ Female ☐

5. Age Group : (i) Below 20 ☐ (ii) Between 20- 25 ☐  
(iii) Between 25 - 35

(iv) Between 35-45 (v) Above 45 ☐

6. Designation : (i) Faculty ☐ (i) Student

7. Department : \_\_\_\_\_

#### **A – LIBRARY PHYSICAL INFRASTRUCTURE**

8. Do you have separate library building in your college?

(i) Yes ☐ (ii) No ☐ ☐

9. Do you have separate reading room facility in your library?

(i) Yes ☐ (ii) No ☐

**10. Is there any provision for Seminar/meeting Hall Library?**

(i) Yes ☐ (ii) No ☐

**11. Is there any facility of Departmental Library?**

(i) Yes ☐ (ii) No ☐

**12. Do the library have photocopier?**

(i) Yes ☐ (ii) No ☐

**13. Do the library provide separate computer system for its users**

(i) Yes ☐ (ii) No ☐

**If 'Yes' Are you satisfied with the present total number of computer system**

(i) Highly satisfactory ☐ (ii) Satisfactory ☐

(iii) Unsatisfactory ☐ (iv) Highly unsatisfactory ☐

**14. Please indicate how satisfied you are with the following library infrastructures? (Give multiple tick mark, if necessary)**

	Library facilities and infrastructure	Very Satisfied	Satisfied	Fairly satisfied	Unsatisfied	Very unsatisfied
1.	Appropriate Lighting	60	37	2.5	-	-
2.	Washroom is available and clean	5	32	45	12.5	5

3	Space for group/individual study	35	52.5	10	2.5	-
4	Space that facilitates quietness	37.5	40	17.5	5	-
5	Safety features are available	22.5	60	12.5	5	-
6	Good functional furniture	35	57.5	7.5	-	-
7	A good network ICT space	7.5	42.5	42.5	7.5	
8	Drinking water is available	15	17.5	17.5	40	10
9	Library Seating capacity	17.5	47.5	20	12.5	2.5

**15. Do the library provide special lounge for faculty?**

(i) Yes ☐

(ii) No ☐

**B- LIBRARY USAGE**

**16. Purpose of Library Visit (Give multiple tick mark, if necessary)**

- |  |   |
|--|---|
| (i) Study <input type="checkbox"/>               | (ii) Reading Newspaper/Journal <input type="checkbox"/> |
| (iii) To borrow books <input type="checkbox"/>   | (iv) To do photocopy <input type="checkbox"/>           |
| (v) To do assignment <input type="checkbox"/>    | (vi) Time past <input type="checkbox"/>                 |
| (vii) Preparing Lecture <input type="checkbox"/> | (viii) Update knowledge <input type="checkbox"/>        |

(ix) Recreation ☐ (x) Research work ☐

(xi) Collection of old questionnaires ☐ (xii) Internet uses ☐

**17. Types of material/ Document you prefer to use?**

(i) Text Book/ Course Book ☐ (ii) Periodicals ☐

(iii) Journal ☐ (iv) Newspaper ☐

(v) Reference ☐ (vi) E- Resources ☐

**18. What is the purpose of information seeking in the library (Give multiple tick mark, if necessary)?**

(i) For study purpose ☐ (ii) For general Purpose ☐

(iii) For preparing competitive exam ☐ (iv) For recreation ☐

(v) For employment information ☐ (vi) For current awareness ☐

(vii) To use library computer ☐

**19. Which source of information do you rely upon for your studies? (Give multiple tick mark, if necessary)**

(i) Course Book/ Text book ☐ (ii) Reference book ☐

(iii) Journals ☐ (iv) Lecture Note ☐

(v) Internet Services ☐ (vi) E- Resources ☐

**20. Frequency of Library Visit**

(i) Daily ☐ (ii) Weekly ☐

(iii) 3 times in a week ☐ (iv) Once in a week ☐

(v) Monthly ☐ (vi) Once in a year ☐

(vii) Occasionally ☐ (viii) Never ☐



**21. Are you satisfied with the library timing?**

- (i) Highly ☐ satisfactory ☐ (ii) Satisfactory ☐  
(iii) Unsatisfactory ☐ (iv) Highly unsatisfactory ☐

**22. What is your most convenient time to visit the library?**

- (i) 9 to 10 am ☐ (ii) 10 to 11 am ☐  
(iii) 11 to 12 noon ☐ (iv) 1 to 2 pm ☐  
(v) 2 to 3pm ☐ (vi) 3 to 4 pm ☐

**23. Do you have adequate time to visit library?**

- (i) Yes ☐ (ii) No

**24. What is your average time spent in the library in a day?**

- (i) Less than one hour (ii) 1 hour to 2 hours  
(iii) More than 2 hours

**25. Does your library have a computerized library management system?**

- (i) Yes (ii) No ☐

**If 'yes' then mention either fully or partially**

- (i) Full (ii) Partial ☐

**26. Do you satisfy shelf-arrangement/ location of books in your library?**

- (i) Highly satisfactory ☐ (ii) Satisfactory ☐  
(iii) Unsatisfactory ☐ (iv) Highly unsatisfactory ☐

**27. Please indicate your level of satisfaction concerning staff helpfulness of the following statements (*Give multiple tick mark, if necessary*)**

		Strongly Agree	Agree	Fairly agree	Disagree	Strongly Disagree
1.	Library staff treats me fairly and without discrimination.					
2.	Library staff are professional in their dealings with me.					
3.	Library staff are friendly					
4.	Library staff are interested in my needs					
5.	Library staff are knowledgeable and efficient in their works					
6.	Library staff provides quality service					
7.	Library staff responds in a timely manner					
8.	Library staff are difficult to approach					
9.	Library staff are efficient in their works					

### **C- COMPUTER LITERACY AND USED OF E- RESOURCES**

**28. What is your computer knowledge and skill?**

(i) Very Good ☐ (ii) Good ☐  
 (iii) Poor ☐ (iv) Very Poor ☐

**29. Do the library provide internet facilities?**

- (i) Yes (ii) No

**If 'Yes' rate the internet speed**

- (i) Highly Satisfactory ☐ (ii) Satisfactory ☐  
(iii) Unsatisfactory ☐ (iv) Highly Unsatisfactory ☐

**30. Are you aware of UGC- Network Resource Centre (UGC- NRC?)**

- (i) Yes (ii) No

*(If No, you need not respond Q 31, 32 and 33)*

**31. If aware, have you used the resources provided by UGC Network Resource Centre?**

- (i) Yes ☐ (ii) No ☐

**32. How do you rate the quality of UGC- Network Resource Centre for your academic and research work?**

- (i) Highly Unsatisfied ☐ (ii) Unsatisfied ☐  
(iii) Fairly Satisfied ☐ (iv) Satisfied ☐  
(v) Highly Satisfied ☐

**33. If you are not using UGC- Network Resource Centre state the reason why?**

- (i) Not aware at all ☐ (ii) Aware but not interested ☐  
(iii) Irrelevant Information source ☐ (iv) Lack of proper internet connection ☐  
(v) Lack of training ☐ (vi) Frequent power cut ☐

(vii) Lack of assistant by library staff ☐ (viii) Not available in our college ☐

**34. Are you using Electronics resources (e.g. E- book, E- Journal) in your library?**

(i) Yes ☐ (ii) No ☐

**35. Are you aware of N-LIST?**

(i) Yes ☐ (ii) No ☐

**36. If 'Yes' Do your college library subscribe N-LIST**

(i) Yes ☐ (ii) No ☐

**37. If 'Yes' Purpose of using N-LIST**

(i) Access E-Books ☐

(ii) Access E- Journal ☐

**38. Are you satisfied with the e-resources provided by N-LIST?**

(i) Highly Unsatisfied ☐ (ii) Unsatisfied ☐

(iii) Fairly Satisfied ☐ (iv) Satisfied ☐

(v) Highly Satisfied ☐

## D- SATISFACTION WITH LIBRARY RESOURCES AND SERVICES

**39. Are you satisfied with the collection of library resources (Give a tick mark)?**

Library Resources	Very Satisfied	Satisfied	Fairly Satisfied	Unsatisfied	Very unsatisfied
(i) Books	35	55	5	5	
(ii) Reference	27.5	47.5	22.5	2.5	
(iii) Journal	12.5	60	25	3	
(iv) Newspaper	30	52.5	12.5	5	
(v) E-Resources	10	55	32.5	2.5	
(vi) Magazines	17.5	60	17.5	5	

**40. How satisfy are you with the overall library facilities and services?**

Library service	Very Satisfied	Satisfied	Fairly Satisfied	Unsatisfied	Very unsatisfied
Circulation (Issue and Return)	50	47.5	-	2.5	-
Reference	22.5	62.5	15	-	-
Reprographic ( Photocopy)	17.5	47.5	30	2.5	-
Internet	12.5	32.5	40	12.5	2.5

**41. Any other information and suggestion you would like to share for development of your college library?**

.....  
.....

.....  
.....

.....  
.....

Signature

## Questionnaire for Librarian

### USE AND USERS' SATISFACTION TOWARDS LIBRARY RESOURCES AND SERVICES BY TEACHERS AND STUDENTS OF SELECTED COLLEGES IN MIZORAM: AN EVALUATIVE STUDY

In connection with my Ph.D. research work on “USE AND USERS' SATISFACTION TOWARDS LIBRARY RESOURCES AND SERVICES BY TEACHERS AND STUDENTS OF SELECTED COLLEGES IN MIZORAM: AN EVALUATIVE STUDY” under the guidance of Professor Manoj Kumar Verma, DLIS, MZU. I am collecting information on various aspects of the topic through a questionnaire. You are requested to kindly spare a few minutes to fill in the enclosed questionnaire. Information supplied by you will be used for my research work only and will be kept confidential. The dully filled-in questionnaire may kindly be returned to the undersigned.

I shall be very grateful to you for your early response.

Thanking you

Mr. Lalrokhawma

Ph.D. Research Scholar

Dept. of Lib. & Inf. Science

Mizoram University, Aizawl

Contact: 9366974587

[hatimlib@gmail.com](mailto:hatimlib@gmail.com)

## **I. Personal Information**

- (i) Name: \_\_\_\_\_
- (ii) Name of the Institution: \_\_\_\_\_
- (iii) Male/ Female: \_\_\_\_\_
- (iv) Age Group: \_\_\_\_\_
- (v) Year of Establishment: \_\_\_\_\_
- (vi) Name of the Librarian/ Dy: \_\_\_\_\_
- (vii) Qualification of Librarian: \_\_\_\_\_
- (viii) Library staff strength and their satisfaction: \_\_\_\_\_
- (ix) Average number of visitors in a day for teachers and students  
\_\_\_\_\_

## **II. Library Collection**

- (i) Total number of collection of books \_\_\_\_\_
- (ii) Total number of Reference \_\_\_\_\_
- (iii) Total Number of book titles \_\_\_\_\_
- (iv) Total Number of Reference titles \_\_\_\_\_
- (v) Total number of print periodicals subscribe \_\_\_\_\_
- (vi) Total number of print Journal subscribe \_\_\_\_\_
- (vii) Total number of bound volumes \_\_\_\_\_

## **III- Issues and challenges faced by the library staff**

1. What are the challenges and issues face by the college library from the following?

(Give *multiple tick marks if necessary*)

Irregular financial assistance from the government/ College	
Poor staff strength	
Less support from the higher authority	
Poor building/ Room	
Poor physical Infrastructure	
Lack of interest from higher authority	
Lack of internet connectivity	



#### IV-Library Infrastructure

- (i) Total areas of Library Building/ Room: \_\_\_\_\_
- (ii) Is there any provision for a Seminar/meeting Hall Library? Yes/No
- (iii) Is there any facility of a Departmental Library? Yes/No
- (iv) Total Number of Seating Capacity \_\_\_\_\_
- (v) Is there any provision for a faculty lounge? Yes/ No

#### V- Library budget/ Funding

- (i) What is the total library budget in a year (approximately) \_\_\_\_\_?
- (ii) Does the library get regular funding from the Government? Yes/No
- (iii) What are the main sources of income of the library?

Government of Mizoram	
Charges and fine	
RUSA	
Library fees	
MZU/UGC	
NEDP	

- (iv) Does the library receive funding from other sources? Yes/No

If yes' Can you specify, the name of the sources\_\_\_\_\_

Any other information and suggestions you would like to share for the development of your college library?

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2. Lalrokhawma. (2023). User satisfaction of information literacy skills and training needs: An analysis among UG students of Pachhunga University college. International Seminar on New Era of Social responsibility, sustainability and innovations held on March 4<sup>th</sup> -6<sup>th</sup> Mizoram University. Aizawl: School of Economics, management and Information Science (SEMIS)

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<b>Approval of research proposal</b>	
<b>1. DRC</b>	04.04.2022
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<b>Extension (If any)</b>	N/A

HEAD

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

## **ABSTRACT**

# **USE AND USERS' SATISFACTION TOWARDS LIBRARY RESOURCES AND SERVICES BY TEACHERS AND STUDENTS OF SELECTED COLLEGES IN MIZORAM: AN EVALUATIVE STUDY**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY**

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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE  
SCHOOL OF ECONOMICS MANAGEMENT AND  
INFORMATION SCIENCE**

**FEBRUARY, 2025**

**USE AND USERS' SATISFACTION TOWARDS LIBRARY RESOURCES  
AND SERVICES BY TEACHERS AND STUDENTS OF SELECTED  
COLLEGES IN MIZORAM: AN EVALUATIVE STUDY**

**By**

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**Submitted**

**In partial fulfillment of the requirement of the Degree of Doctor of Philosophy  
in Library and Information Science of Mizoram University, Aizawl.**

## **1. INTRODUCTION**

The library is a space where individuals can acquire knowledge and experience joy and happiness. Libraries have become integral institutions in modern society for education and research. Libraries currently serve as hubs of comprehensive education and catalysts for transformation in the realm of research and academic pursuits within society, satisfying users' intellectual curiosity. Libraries can be seen as vast repositories of knowledge. Academic libraries serve as a rich source of knowledge and information for a significant number of educational institutions, including schools, colleges, and universities. Academic libraries serve as crucial repositories of information for the majority of educational institutions, including schools, colleges, and universities.

Libraries serve as portals to cultural and academic understanding and have a crucial impact on forming a society. The resources and services they provide facilitate learning and promote literacy and education. They contribute to the formation of novel concepts and viewpoints essential to fostering a creative and pioneering society. Libraries facilitate informal education by assisting learners in accessing a wide array of available resources. A library is a non-profit organization that provides services and requires effective administration to fulfill its objective of meeting the needs and expectations of its users.

## **2. BACKGROUND OF THE STUDY**

Libraries are regarded as service-oriented organizations that serve the information requirements of their customers. Library operations focus on meeting users' demands, as user happiness is highly valued in-service centers. Academic libraries significantly impact the institutions they are a part of. The primary purpose of the college library is to facilitate the attainment of the parent institution's goals and objectives. Many authors have already emphasized libraries' significant location and significance in academic institutions. Effah (1998) highlighted the crucial role of libraries in providing academic support services that are essential for achieving the core objectives of education, which include teaching, learning, and research. Kargbo (2002) asserted that the academic library is the primary entity of academic institutions, and together with well-equipped libraries and faculties, serves as the criteria for evaluating the standing of academic institutions. Verma (2015) examined

the significance of the academic library in attaining academic excellence in educational institutions and emphasized that a good library is important for the completeness of academic institutions. The college library serves as a central hub of campus life, offering opportunities to borrow books, locate a serene environment for studying, and maybe access periodicals such as magazines and newspapers. College libraries expand their accessibility by connecting to the Internet, providing a wide range of services and information available in both physical and digital formats. The academic library is the central and indispensable resource of any educational institution. Education plays a vital role in a nation's growth, and libraries are essential resources for achieving national goals related to human capital and economic progress. Advocating for continuous learning is an educational approach that is both sustainable and enduring.

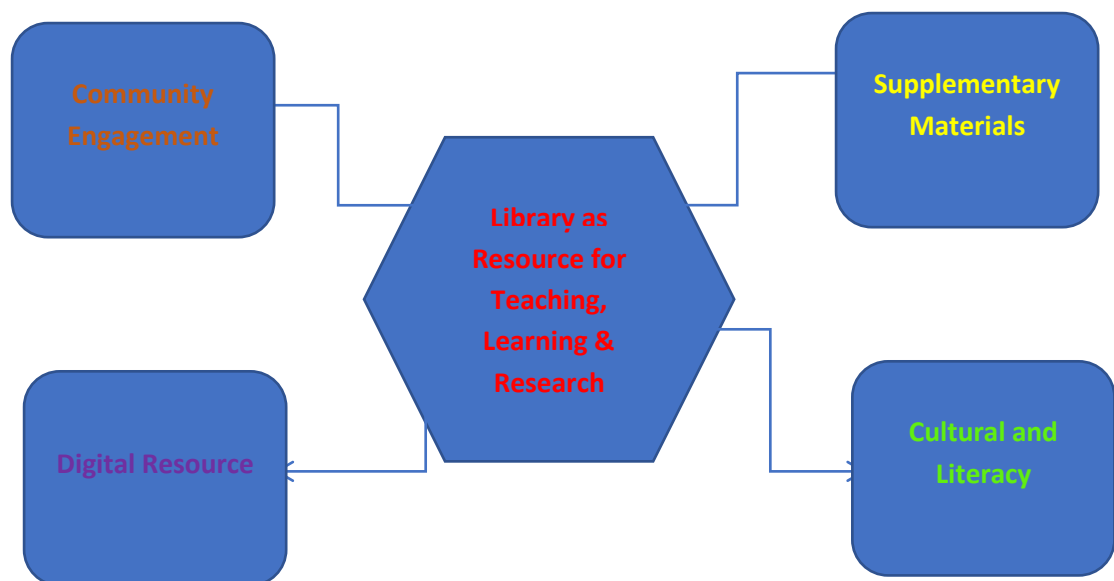


Figure 1.1: Importance of the Library



### 3. LIBRARY AND EDUCATION

The library and education are essential components of human life. Educators worldwide now acknowledge the imperative of a library playing a significant and efficient part. Education, whether official or informal, should be discussed in a constructive setting. Libraries play a crucial role in both social and educational domains. Libraries have consistently remained pertinent and have served as a valuable supplement to education. Additionally, they enhance the cognitive abilities of the human mind. Humans develop the abilities to address economic and social issues.



Figure 1.2: Role of Library in Education

(Source: <https://www.theasianschool.net/blog/the-importance-of-school-library/>)

The role of library services is crucial in fostering the independent thinking and research skills of young people. Libraries have become an essential component of public education due to the following reasons:

**3.1. Access to Library Resources:** Libraries provide access to a vast array of resources including books, journals, magazines, multimedia materials, and digital databases. These resources cover a wide range of subjects and topics, ensuring that students have access to information beyond what is available in textbooks or online.

**3.2. Library Support for Research and Study:** Libraries offer a conducive environment for research and study. They provide quiet spaces for concentration, access to computers and the internet for online research, and knowledgeable librarians who can assist students in finding relevant information and resources.

**3.3. Library Develop Critical Thinking Skills:** Libraries teach students how to critically evaluate information and sources. Librarian's help students navigate through the vast amount of information available, discern credible sources from unreliable ones, and develop the skills needed to conduct thorough and effective research.

**3.4. Library Promote Literacy and Reading:** Libraries play a crucial role in promoting literacy and a love for reading. By offering a diverse collection of books and literature, libraries encourage students to explore different genres, authors, and perspectives, which enhance their language skills, vocabulary, and comprehension abilities. Libraries are vital to education as they provide essential resources, support research and study efforts, promote literacy and critical thinking skills, foster cultural and social engagement, facilitate technology access and digital literacy, and collaborate with educators to enhance the educational experience. They serve as invaluable institutions that contribute significantly to the academic and intellectual development of students at all levels of education.

**3.5. Library Help Technology Access and Digital Literacy:** Many libraries provide access to technology resources such as computers, printers, and Wi-Fi, which are essential for completing assignments and conducting research. They also offer programs and workshops to teach digital literacy skills, ensuring that students are proficient in using technology for learning and communication.

**3.6. Library promotes Cultural and Social Engagement:** Libraries serve as cultural hubs where students can engage with literature, art, history, and diverse perspectives. They often host events such as author talks, book clubs, exhibitions, and cultural programs that broaden students' understanding of the world and foster a sense of community.

**3.7. Library Collaborate with Educators:** Libraries collaborate with educators to support curriculum goals and teaching objectives. They provide teaching resources, curriculum materials, and professional development opportunities for educators, ensuring that they have the tools and support needed to enhance student learning.

#### **4. HIGHER EDUCATION IN MIZORAM**

The Directorate of Higher and Technical Education oversees higher education in Mizoram under the authority of the state government. In 1989, the organization was renamed the Department of Higher & Technical Education and its main headquarters was established at MacDonald Hill, Zarkawt. The Department of College Education in Mizoram is overseen by the Ministry of Education, the government of Mizoram, and the Higher and Technical Education Department, who serve as the administrative heads. This directorate is responsible for overseeing higher education, specifically at the collegiate level and beyond. This includes the management of science and technical education within the state. Presently, there are a total of 21 general government colleges, 8 private colleges, one Open University College, and 3 teacher training colleges. There is one college for law, one college for Hindi training, and two Mizoram Polytechnic colleges.

As the name suggests, this department is responsible for overseeing Technical Education in the state. There are two Polytechnic Institutes that offer a three-year Diploma Course in Civil, Mechanical, and Electrical Engineering. These courses are recognized by the All-India Council for Technical Education. Additionally, there is a women's polytechnic in Aizawl that offers courses in Electronics and Telecommunication Engineering, Modern Office Practice, Beauty Culture Cosmetology, and Garment Technology.

The higher education department is responsible for overseeing the students of NERIST in Arunachal Pradesh. Additionally, around 100 Engineering students are enrolled through the restricted seats for the Mizoram state Quota. Students enrolled in different technical courses receive financial support in the form of stipends, book grants, and other forms of assistance. The agency also ensures consistency in standards among the institutions, providing financial help in the form of both recurring and non-recurring grants to colleges. Students can also access financial aid for specialized purposes. In addition, it has developed and managed collegiate hostels in various locations both within and beyond the state.

The Directorate of Higher and Technical Education (H&TE) office handles all matters related to higher education, starting at the collegiate level and extending to

technical education. The department is divided into three distinct offices, each responsible for performing specific responsibilities.

1. The Directorate Office (Main)
2. Office of Mizoram State Council for Technical Education, headed by Joint Director of H&TE (Tech.)
3. Office of Mizoram Scholarship Board, headed by Secretary MSB

Currently, the H&TE Department oversees a total of 21 UG Government Colleges (General) and 5 Professional/ Training schools. The table below provides an overview of the current higher education in the State, including institutes and universities that are governed by different bodies.

**Table 1.1. Current Higher Education is governed by other bodies.**

SlNo	Discipline/ Subject	No. of institution	Courses/ Programs offered	Location & Nature of Management
1	Medical College	1	MBBS	Zoram Medical College, Falkawn (Managed by State Govt.)
2	Veterinary College/ Institution	1	B.VSc, M.VSc., Ph.D.	Constituent college of Central Agriculture University, Imphal Location: Selesih
3	Horticultural College	1	B.Sc. (Horticulture)	Constituent college of Central Agriculture University, Imphal Location: Thenzawl
4	Para-Medical Institute	1	B.Sc. Nursing, B.Pharm, B.Sc. MLT, B.Optom, M.Sc. MLT, M.Pharm	RIPANS, Aizawl (Managed and funded by Central Govt.)
5	Nursing Colleges	4	B.Sc. (Nursing)	1. Mizoram College of Nursing (H&FW Dept., Mizoram Govt.)  2. College of Nursing, Synod Hospital, Durtlang (Mizoram Synod)  3. BN College of Nursing (Pvt)  4. RIPANS, Aizawl
6	University/Institutes	3	Undergraduate & Post Graduate Degrees, M.Phil., Ph.D., and other professional degrees including B.Tech.,	1. Mizoram University (MZU), Tanhril (Central University)  2. NIT Mizoram, Aizawl (Institute of National

			M.Tech., B.Ed., M.Ed., BBA, MBA, etc.	Importance)  3. ICFAI, Durtlang North (Private university)
7	Law	1	L.L.B.	Mizoram Law College, Aizawl (Managed by H&TE Dept.)
8	Teacher Training institute/ college	3	B.Ed., M.Ed., M.Phil., Ph.D.	Inst. Of Advanced Studies in Education, Aizawl (Managed by H&TE Dept.) DIET Aizawl DIET Lunglei
9	Hindi Teacher Training Institute	1	B.Ed. (Hindi Shikshan Parangat); B.Ed. (Hindi Shikshak); D. El. Ed Diploma	Mizoram Hindi Training College, Durtlang North (Managed and funded by H&TE Dept)
10	General UG College	21	B.A., B.Com., B.Sc., B.Sc (H. Sc)., BCA, BBA, M.A.	Located in various districts; Affiliated to Mizoram University (Managed and funded by H&TE Dept.)
11	General UG College (Constituent College of Mizoram University)	1	B.A., B. Com, B.Sc., BBA, M.A., M.Sc. B	Pachhunga University College, Aizawl (Management under Mizoram University)
12	General UG College (Private)	8	B.A., B.Com., BSW.	Funded and managed by private organizations
13	Polytechnic Institutions	2	Diploma (various vocations)	1. Mizoram Polytechnic Institute (Lunglei)&  2. Women Polytechnic Institute (Aizawl) (funded and managed by H&TE Dept.)
14	Technical/ Professional Institutions	Nil	B. Tech etc.	Engineering College at Pukpui (Lunglei) not yet functioning.
15	Other Higher Education Institutions.	Theology & Divinity - 2 nos.	B.D. B.C.S M.Th. M.Phil. D. Th.	1. Aizawl Theological College (Private run by Synod)  2. Academy of Integrated Christian Studies (Private run by BCM)
16	Distance Education Centre	-1	Certificate/ Diploma/ UG/ PG courses	A center of Indira Gandhi National Open University (IGNOU)

(Source: H&TE Department Govt. of Mizoram <https://dhte.mizoram.gov.in/>)

The Mizoram State Council for Technical Education is overseen by the office of the Joint Director (Technical). The office administers the Mizoram Diploma Entrance Exam (MDEE) for admission into the two polytechnic institutes operated by the

department. These institutes offer courses that are accredited by the All-India Council for Technical Education (AICTE).

1. Mizoram Polytechnic, Lunglei (MPL) which offers a 3-Year Diploma Course in (i) Civil, Engineering, (ii) Electrical Engineering, (iv) Mechanical Engineering, and (iv) Computer Science Engineering.
2. Women's Polytechnic, Aizawl (WPA) which offers a 3-year Diploma in (i) Modern Office Management Practice, (ii) Garment Technology, (iii) Beauty Culture & Cosmetology, and (iv) Electronics & Telecommunication Engineering.

Furthermore, this office administers nationwide entrance examinations for admission into technical programs such as JEE and NEET. In addition, it administers the State Medical and Technical Entrance Test (SMATEE). The average number of allocated quota/seats available is as follows: SMATEE - 269, NEET - 169, and JEE - 130. The office also offers supervisory and regulatory services to over 20 institutes around the state that give a Diploma in Computer Application (DCA).

The Mizoram Scholarship Board is responsible for administering the Post Matric Scholarship of the Centrally Sponsored Scheme for students who are members of Scheduled Tribes and live in Mizoram. Furthermore, students enrolled in several technical courses receive support in the form of stipends, book grants, and other forms of assistance.

The H&TE Department consistently strives to improve the quality of service in higher education within the State by adhering to UGC norms that provide minimum requirements and credentials for teachers and other academic staff at colleges. All government-managed colleges are required to voluntarily participate in and undergo accreditation cycles conducted by the National Assessment and Accreditation Council (NAAC) to ensure consistency in standards.

As part of this process, a regular assessment called the Academic and Administrative Audit (AAA) is done among these schools. Aside from State financial aid provided in the form of both recurring and non-recurring grants, the department also directs CSS funds from Rashtriya Uchchatar Shiksha Abhiyan

(RUSA) and other schemes such as DoNER, NEC, and PMJVK to colleges for the enhancement of different institutional infrastructure. Students can also access financial aid for specialized purposes. Collegiate Hostels for both male and female students have been created in various areas inside and beyond the State. These hostels provide affordable accommodation to meet the demands of students.

## **5. SIGNIFICANCE OF THE STUDY**

The library is a temple of knowledge with a social responsibility as well as the primary duty to cater to the needs of its users and it serves as the central hub of the academic institutions with an important role in the overall development of human resources in any nation. In the colleges, the library is an integrated, important, and inseparable part of any organization and it is attached to the college to serve the teaching, learning, and research needs of the students, scholars and teachers it is considered the mirror of organizations and its academic characters. Dr Sarvepalli Radhakrishnan rightly said that the library is the heart of any academic institution. In the changing dimension and pattern of higher education in the modern era, libraries have to play a very dynamic, significant, and leading role in uplifting the education and research scenario of higher education by fulfilling their challenging task i.e. fulfilling the information needs of their users because of interdisciplinary nature of teaching, learning and research activities. The core concerns of today's college libraries are to provide easy access to knowledge, the creation and preservation of knowledge, the dissemination of knowledge, and better knowledge services, and their users should be satisfied with the efforts in the form of the library services and for this, it is very essential to know the user's needs, aware the usage about the library resources and services and most important is users' satisfaction. A well-organized library collection serves as an invaluable aid in the conservation of knowledge and ideas by acquiring, processing, and organizing or systematically arranging the reading material and organizing regular awareness programs about their resources for effective utilization of resources and services by the users. Thus, the College libraries must implement essential measures to ensure provide satisfactory service to users while meeting the needs of the modern globalized world and this is only possible by examining and analyzing the library resources utilization and users' satisfaction,

based on the user's feedback and revising the library's collection development policy and services is very important. Thus, user satisfaction is a very important area of research in the LIS profession for many decades and it has its importance and significance forever.

Therefore, it is very relevant to plan a study on users' satisfaction with the library collections and services at the college level of the Mizoram state to assess the actual status of library collections and services from users' satisfaction.

## 6. SCOPE AND LIMITATION OF THE STUDY

The present study's scope is limited to evaluating user satisfaction with library resources and services in selected Mizoram colleges. However, this study does not cover professional colleges and paramedical colleges. At present, there are a total of 30 general colleges and all are affiliated with Mizoram University. The present study will cover the teachers and students of all 23 Mizoram colleges recognized by the UGC Act 1956 2(F) and 12(B) only. There are 1024 teachers and 19066 students in a total of 20090 in the 23 colleges (*Source: <https://dhte.mizoram.gov.in/> March 2024*). Out of these, 230 teachers (10 from each college) and 345 students (15 from each college) will be randomly selected to collect the primary data with details emphasis on their use and user satisfaction with library resources and services. The selected colleges for this study are listed in Table 1.

**Table 1.2. List of Selected Colleges under study**

Name of the colleges\Institutions	Year of Estb.	UGC Recognition	No. of Students	No. of Faculty
Pachhunga University College	1958	2(F)and12(B)	3140	118
Government Hrangbana College	1980	2(F) and 12(B)	1857	63
Government Aizawl College	1975	2(F) and 12(B)	1856	56
Government Zirtiri Residential Science College	1980	2(F) and 12(B)	861	68
Government Aizawl North College	1988	2(F) and 12(B)	1245	38
Government Aizawl West College	1990	2(F) and 12(B)	909	41
Government T Romana College	1992	2(F) and 12(B)	1360	45



Government Johnson College	1993	2(F) and 12(B)	926	32
Government J Thankima College	1992	2(F) and 12(B)	1083	31
Government Champhai College	1971	2(F) and 12(B)	740	56
Government Khawzawl College	1985	2(F) and 12(B)	88	24
Government Saitual College	1984	2(F) and 12(B)	236	29
Government Kolasib College	1978	2(F) and 12(B)	662	53
Government Mamit College	1983	2(F) and 12(B)	133	30
Government Zawlnuam College	1986	2(F) and 12(B)	82	20
Government Serchhip Colleg	1973	2(F) and 12(B)	476	52
Government Hnahthial College	1979	2(F) and 12(B)	142	27
Government Lunglei College	1964	2(F) and 12(B)	1100	70
Government J Buana College	1983	2(F) and 12(B)	523	39
Government Lawngtlai College	1980	2(F) and 12(B)	393	38
Government Kamalanagar College	1992	2(F) and 12(B)	370	30
Government Siaha College	1978	2(F) and 12(B)	489	24
Higher and Technical Institute Mizoram (HATIM)	2007	2(F) and 12(B)	395	40
<b>Total</b>	-	-	<b>19066</b>	<b>1024</b>

(Source: Mizoram University Annual Report 2020-2021)

## 7. RESEARCH DESIGN

### 7.1. Statement of the problem

Academic libraries are encountering two significant challenges: the general impact of the digital environment worldwide and growing competition. Currently, academic libraries are encountering difficulties due to the use of information technology, which has resulted in higher competition among users of information. Libraries must enhance the standard of their services to confront the difficulties posed by the abundance of information in the 21st century. It is an established fact that the library plays a crucial role in the higher education system by supplying significant information and knowledge to the academic community and is considered as the core of the academic system. The shifting educational interests, demographics, and

technological preferences of the user communities and the changing influence of ICT tools and technology on library collections and services both library professionals and users to struggle to provide and find the necessary information promptly. In such situation satisfying the users' needs by the collections and services is really a big challenge for LIS professionals since many years.

This is an accepted truth that no library can fully meet the needs of all its users but our professional and moral duty is to assure the provision of utmost satisfaction to the largest possible number of users.

Nowadays academic libraries are encountering multiple obstacles as a result of the evolving information needs and usage patterns of users, as well as the transformation in the structure and accessibility of information, particularly electronic information. To address the issues, several studies have been conducted across the globe to examine and measure the user's satisfaction with the library collections and services but such study was found missing with reference to the Mizoram state colleges to assess the utilization of library resources and user satisfaction with library resources and services in Mizoram Colleges.

The selected problem for this study i.e. "Use and User Satisfaction towards Library Resources and Services by Teachers and Students of Selected Colleges in Mizoram" is an attempt to assess and examine user satisfaction which is a direct indicator of users' happiness. The study of usage of library resources and user satisfaction has a great impact on future library services by re-designing the library collection development policy and services on the basis of users' opinions, demands, satisfaction, and dissatisfaction and for this evaluation of user satisfaction with library resources and service is necessary to provide information resources and services to meet user's information requirements through examine and analyze the existing status of library collection, services ICT and physical infrastructure, users' approach & tendency to visit library, users' preferred sources, usage of library collections and services and identify the present strengths and weakness in collection and services in selected 23 colleges in Mizoram. This study is the first of its kind examining user's level of satisfaction with library resources and services of Mizoram colleges. Academic library should provide relevant collection, services and facilities to users to gain their satisfaction. This study will discover to what extent library users

are satisfied with the library resources and services provided by the college library. The study not only offered an opportunity to improve the weak areas in which the users showed their concern but also provided a chance to further strengthen the areas of services in which the users are satisfied. Further, this study anticipates and gives the vision for library professionals of Mizoram to re-plan their library resources and services from users' perspective and assist the college administration and library experts in Mizoram to revamp their library collection and services to meet the needs of their users.

## **7.2. Objectives of the study**

The objectives of the present study are to:

1. Assess the status of library collections, services, ICT, and physical infrastructures of selected college libraries.
2. Measure the type of library users, frequency of visiting the library, purpose of library visits and preferred information sources used by respondents
3. Identify the usage of library collections and services by Teachers and Students
4. Find out the strengths and weaknesses of the library collection and services based on respondents' satisfaction
5. Ascertain the barriers encountered by respondents in gathering their information
6. Find out the strengths and weaknesses of library staff to provide library services

## **7.3. Hypothesis**

For the present study, the following hypotheses are formulated:

- H1: There is a significant difference between male and female users' frequency of visiting libraries for consultation in selected college libraries.
- H2: There is a significant difference in the availability of ICT and physical infrastructure among selected college libraries
- H3: There is no significant difference between faculty and students in the level of satisfaction with library resources in college libraries.

H4: There is no significant difference between faculty and students in the level of satisfaction with library services in college libraries

#### **7.4. Research Methodology**

The present study is designed to assess the use and users' satisfaction with library resources and services by college teachers and students of Mizoram. Therefore, the survey methods of research are being found suitable to undertake the present study. The survey for the present study was conducted at two levels: (1) User level (Teachers and students) and (2) Librarians / In-charge of Library from selected 23 colleges.

For the collection of primary data from respondents and respective librarians, two different sets of questionnaires (for library users and librarians) were designed however to measure the level of satisfaction of the users with library collections and services a five-point Likert scale was used. The researcher collected the research data by using the following three methods as data collection tools:

**a) Questionnaire Method:** Two separate sets of questionnaires were designed with adequate questions relating to the study and circulated to the 575 respondents and 23 college librarians to obtain required information about the assessment of use and users' satisfaction with library resources and services by college teachers and students in Mizoram based on the statement of the problem and research objectives.

**(i) Questionnaire for the Library Users:** It consists of 41 questions divided into five sections. **Section -I** has seven questions on socio-demographic data. Out of 7 questions, four questions is open-ended and the remaining 3 questions are closed-ended/multiple-choice. **Section- II** has 8 questions and all are closed-ended questions. The questions in this section are related to the library's physical infrastructure. **Section- III** has 12 questions related to library usage; **Section -IV** has 11 close-ended questions related to computer literacy and use of e-resources and **Section -V** has 3 questions out of this, 2 questions are related to users' satisfaction with library collections, services and one open-ended question for suggestions to improve the collection and services in the respective libraries.

**(ii) Questionnaire for the college Librarian:** This questionnaire is very comprehensive, consisting of several questions (both open-ended and closed-ended) on the library that are grouped under major headings. The questions on personal information of the librarian, library profile, sections, infrastructure, equipment, furniture, staff structure, library resources, library operations, library budget, library services, facilities to users, library automation and digitization, library timings, library statistics, problems and constraints and any other information, etc.

**b) Interview Method:** The researcher personally visited all 23 college libraries for the collection of the research data and personally interacted with respondents and the librarian/in charge to assess the actual current status of the college library resources and services, library users concerned, issues, and satisfaction. It helps the scholar to understand the ground reality about the study and collected data and helps a lot in data analysis and interpretation.

**c) Observation Method:** The researcher himself visited and explored the college's library to study the real situation of the library and library staff. The researcher gathered data by watching behavior and noting the physical characteristics of the college library.

### **7.5. Population and Selection of the Sample for the Study**

At present, there are 1,026 teachers and 19,066 students in the selected 23 colleges for this study and their total 20,092 are the actual library users of the selected 23 colleges and the population of the present study. The population of the study is very big (20,000+). Considering the study feasibility, time, and cost constraints, the researcher has consulted the Krejcie & Morgan 1970 table (Bukhari S. A. R., 2020) to determine the sample size of the study and as per this table, to represent the study population minimum 377 sample are needed. Thus, by considering all aspect, 230 teachers and 345 students (from each college 10 teachers and 15 students) were randomly chosen as respondents for the present study. Thus, the total sample for the present study was 575, which was much more than the minimum required sample for the present population.

**Table-1.3 Krejcie & Morgan of 1970 table to determine the sample of the study.**

<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie &amp; Morgan, 1970</i>				

## 7.6. Survey of Libraries:

To know the library collections, services, and physical infrastructure of selected colleges under study, the scholar personally visited 23 colleges of 11 districts where colleges are situated to conduct a personal interaction and to observe with library professionals, students, and teachers for the collection of data. The collected data is analyzed in Chapter 6. For the survey of the present study, the details of the questionnaires' distribution and the respondents' response rate are presented in Table 1.4.

**Table 1.4. Distribution of Questionnaires and Response Rate**

Category of Respondents	No. of Questionnaires Distributed	No.of Questionnaires Received	Response Rate (%)
Library Users (10 teachers and 15 students from each college, i.e. 575 as per the Krejcie & Morgan Table)	575	575	100%
College Librarians/Library In-charge	23	23	100%
<b>Total</b>	<b>598</b>	<b>598</b>	<b>100%</b>

**7.7. Tools for analysis:** The researcher has collected relevant data; the collected data has been analyzed by using SPSS and Microsoft Excel data analysis. To test the hypotheses the researcher used Mann Whitney U Test and Kruskal- Wallis H Test. In addition, the graphical and diagrammatic representations of the data are supplied to visualize the data.

**7.8. References and Bibliography:** The references and bibliography for this study was organized as per the APA 7<sup>th</sup> edition reference style.

## **8. MAJOR FINDINGS ACCORDING TO THE OBJECTIVES OF THE STUDY**

**Findings according to the first objective, “Assess the status of library collections, ICT, and physical infrastructures of selected college libraries”.**

- (i) There are three prestigious colleges whose library collections range from more than twenty thousand to sixty thousand collections. Pachhunga University College (PUC) possesses an impressive collection of books, with a total of 63,619. Additionally, it has a reference collection of 7,000 books, 1,500 rare books, and 22,740 titles. Secondly, the Government Hrangbana College (HBC) whose total collection is 31,886 books, 2,400 References, 50 Rare books, and 6,300 titles. Thirdly, Lunglei Government College (LGC) has a total collection of 20,562, with 2,462 reference books, 85 rare books, and 18,000 book titles. However, the Government Kamalanagar College at Chakma Autonomous District Council (CADC) in

Chawngte Lawngtlai district has the smallest library collection compared to the other selected colleges. There is a total of 4953 books, 383 references, and 1980 book titles in the collection. Notably, 15 colleges' libraries were not introducing rare books or Indian Knowledge System (IKS) however 8 colleges had a special rare book collection in their library respectively.

- (ii) With regard to journal collections, three colleges are not subscribed to Journals Viz. Government Aizawl North College, Government Zawlnuam College, and Government Lawngtlai College. However, Government Hrangbana College subscribed top rank in Journal subscriptions with 20, secondly, Government Serchhip College with 18 different Journal subscriptions whereas, HATIM College on third with the subscription of 17 different journals. However, regarding periodical subscriptions Government Saiha College tops with 22 periodicals subscriptions. Secondly, Pachhunga University College with a subscription of 15 whereas, 12 periodicals subscriptions in two colleges namely Government J Thankima College and Government Zirtiri Residential Science College.
- (iii) Based on the interaction with library professionals and the researcher's observation, it was found that only two colleges, Government Khawzawl College and Government Lawngtlai College, were not subscribed to N-LIST. The remaining 21 colleges' libraries were currently subscribed to N-LIST. However, some respondents were not familiar with the availability of N-LIST in their college library due to a lack of training or orientation.
- (iv) Library facilities and physical infrastructure, an analysis shows that users are satisfied with the appropriate lighting system in the library and respondents rated this facility as highly satisfied 22%, satisfied (62%), and fairly satisfied (15%) while 16% of respondents show their un-satisfaction with the lighting system of the selected libraries.
- (v) The study indicated that 49% were satisfied, 24% were fairly satisfied and 15% were highly satisfied whereas 12% of the respondents were unsatisfied with the availability and functioning of the washroom among the selected colleges libraries.



- (vi) The library space for individual study in the colleges found that 41%, 24%, and 16% of the respondents were satisfied, fairly satisfied, and highly satisfied with the facilities of individual and group study space in the library however about 18% and 1% of the respondents were unsatisfied and highly unsatisfied with the individual and group study space in the selected college libraries.
- (vii) The existing safety features in the library and their satisfaction were assessed and found that 85% of respondents showed their satisfaction with this arrangement in the selected libraries and 43%, 29%, and 13% of the respondents were satisfied, fairly satisfied and highly satisfied with existing safety features in the libraries, however, 15% of the respondents were unsatisfied with existing library safety features and expected for improvement.
- (viii) The user's perceptions about the functioning of library furniture's comfortability in selected colleges' libraries analysis found that 44% and 15% of the respondents were satisfied and highly satisfied with good functional furniture in the library and 29% fairly satisfied however 11% of total respondents were unsatisfied and 4% were highly unsatisfied.
- (ix) The users' satisfaction with ICT infrastructure was measured and found that 40% and 9% of respondents were satisfied and highly satisfied and 29% were fairly satisfied with the functioning of ICT infrastructure in the library however 7% of respondents reported that they were unsatisfied followed by 4% highly unsatisfied with the functioning of the ICT infrastructure.
- (x) The study found that 32% and 11% of the respondents reported that they were satisfied and highly satisfied with the availability of drinking water in the library however 21% were fairly satisfied but 27% of the respondents said that they were unsatisfied and 8% of the respondents were highly unsatisfied with the availability of drinking water in the library.
- (xi) Regarding the availability of seating capacity in the library, the majority of the respondents 77% show their satisfaction comprising satisfied 35%,

highly satisfied 12%, and fairly satisfied (30%) with the library seating capacity whereas 20% respondents were unsatisfied followed by 2% highly unsatisfied with the seating capacity of the library.

- (xii) The findings show that the majority of 20(87%) of the college libraries have actively functioning reprographic services via a photocopier machine in their library. However, the three colleges 3(13%) i.e. Government Khawzawl College, Government Lawngtlai College, and Government Kamalanagar College were not providing the reprographic services to their users.
- (xiii) The findings of the study reveal that only two colleges i.e. Pachhunga University College and Government Hrangbana College were fully computerized and the rest of the 91% of colleges were computerized partially. However, Government Aizawl West College reported that they are in the process of fully computerization, and soon their library will be fully computerized.
- (xiv) A maximum number of 87% out of the total 23 colleges were provided internet facilities in the library whereas 13% of three colleges namely Kamalanagar, Zawlnuam, and Khawzawl colleges did not offer internet facilities in the library.
- (xv) The satisfaction of the respondents with the internet speed found that a maximum of 63% of respondents were satisfied and 7% were highly satisfied with the existing speed of Internet in the library. However, 25% were unsatisfied, and 6% were highly unsatisfied with the overall internet speed in the library. In a college-wise analysis of internet speed satisfaction, HATIM college library stood first with 88% satisfactory response followed by Government J Thankima College Library and Pachhunga University College Library with 84% satisfactory responses, and the third highest percentage of satisfactory response about the internet speed was found in three colleges namely Government Champhai College, Government Aizawl North college and Government Saiha college library with 80% responses.

- (xvi) The majority of the respondents (87%) under the study do not have a faculty lounge or room in the library, however 13% (3) only three colleges viz. Government Hrangbana College, Pachhunga University College, and Higher and Technical Institute Mizoram (HATIM) have dedicated faculty lounges/rooms in the library.
- (xvii) The findings shows that all 23(100%) of Mizoram colleges had separate reading rooms/sections for their users in their library. The researcher personally visited all the libraries and observed that all the library has a separate reading room but few of the college's libraries like Government J Buana College Lunglei, Government Aizawl West College Aizawl, Government J Thankima College Aizawl, and Government Saitual college reading spaces were not spacious enough for the users.
- (xviii) The status of library buildings in the selected colleges found that 11(48%) of the colleges under study have separate and dedicated library buildings in the colleges whereas 12(52%) of the colleges out of 23 colleges under study do not have separate library building and the library is running from the shared buildings and they occupied some appropriate rooms/ floor for the college building.
- (xix) It was found that all the libraries covered under study do not have a facility for a seminar or meeting hall in the library building.
- (xx) The present status of the availability of computers in the selected colleges shows that the majority of 91% of college libraries had a separate computer system for their users to use and access the internet and digital resources however, two college libraries (Government Lawngtlai College and Kamalanagar government college) do not have the separate computer systems for their library users at present.
- (xxi) Only 26% of colleges viz. Government Hrangbana College, Government Champhai College, Government Saitual College, Government Mamit College, Government J Buana College, and Pachhunga University College have departmental library facilities in the colleges under studies.
- (xxii) It was also found that all colleges were using SOUL software to computerize the library across the state.

**Findings according to the second objective, “Measure the type of library users, frequency of visiting the library, the purpose of library visits, and preferred information sources used by respondents”.**

- (i) The overall frequency of library visits under study was very poor and only 23% of respondents as a whole visited the library daily, 22% of respondents visited their respective college library weekly, 25% of respondents visited their respective colleges thrice in a week, 12% of the respondents visited library fortnightly whereas 6% of the respondents visited monthly followed by 12% of the respondents visited occasionally.
- (ii) The overall number of library visitors under study in a day was also very poor and weak for both teachers and students. Out of 230 teachers under selected 23 colleges only 11% of teachers visited the library daily, subsequently only 10% out of 345 students visited the library daily. The overall percentage of both teachers and students visiting the library is 10% (575).
- (iii) The college-wise analysis of library timing found that 7 colleges (Aizawl North, J Thankima, Lawngtlai, Siaha, Chawngte, LGC and Hnahthial) have 100% satisfaction with the current library timing of the college and 12 colleges (T Romana, Aizawl College, Hrangbana, Aizawl West, Johnson, Saitual, Mamit, Zawlnuam, Serchhip, HATIM, J Buana and PUC) have 96% to 8% satisfaction with the current library timing however highest un-satisfaction was reported Khawzawl college (52%), Kolasib college (20%) and Champhai college (16%) which required a serious concerned from the concern librarian to revised the timing according to the library users’ convenience.
- (iv) About the suitable timing to visit library, 36% (209) respondents reported their suitable time to visit the library was between 11 am-12 noon, followed by 10 am-11 am and 1 pm-2 pm (both 22% respondents). It was also observed that 8% of the respondents found a suitable time to visit the library between 2 pm-3 pm followed by 6% between 9-10 am and the least 5% found it suitable between 3-4 pm. Overall, it can be concluded

that the majority of the respondents (about 80%) prefer to visit the library between 11 am to 2 pm.

- (v) The finding about the purpose of library visits shows that the maximum number of respondents i.e. 86% (497) visited the library to borrow and return books, followed by study purposes 67% (384), to complete the assignment 42% (244), update knowledge by reading and accessing library resources 38% (221), collecting and consulting question bank 35% (202) and for reading periodicals (viz newspaper, journals, magazine, etc.) 34% (198). However, some respondents visited the library other than for the above reasons i.e. Preparing lectures at 22% (129), photocopying and printing at 20 % (117), using internet facilities at 12% (73), and for recreation at 10 % (55).
- (vi) The most preferences source of information among the respondents was textbook (90%) in all colleges, followed by 5% periodicals, 3% references, 2% journal, 0.2% of the respondents are the least and lowest preference.
- (vii) The maximum of the respondents from both teachers and students 85% (485) depended on the course book/ textbook followed by the reference book 50% (287). It was also found that 37% of the respondent's students relied on lecture notes, 33% of the respondents depended on internet service and 23% of the respondents depended on e-resources. Besides, very few of the respondents 18% rely on printed journals.
- (viii) A large number of respondents 90% reported that they are seeking information for study purposes and half of the respondents (50%) said that for the general purpose they are seeking information. However, 27% respondents for preparation for competitive exams, 21% for current awareness, 14% for recreation, 12% for employment news, and 10% respondents coming to seek the information for the usage of a computer system in the library.

**Findings according to the third objective, “Identify the usage of library and services by Teachers and Students”.**

- (i) The majority of respondents (90%) reported that they are seeking information for study purposes and half of the respondents (50%) said that for the general purpose they were seeking information. However, 27% respondents for preparation of competitive exams, 21% for current awareness, 14% for recreation, 12% for employment news, and 10% respondents came to seek the information for the usage of a computer system in the library.
- (ii) Maximum number of respondents (65%) were satisfied and highly satisfied (28%) with the library timing of their colleges. However, some respondents show dissatisfaction (5%) and highly dissatisfaction (3%) with the library timing.
- (iii) Regarding the suitable timing for library consultation, 36% respondents reported their suitable time to visit the library was between 11 am-12 noon, followed by 10 am-11 am and 1 pm-2 pm (both 22% respondents). It was also found that 8% of the respondents found a suitable time to visit the library between 2 pm-3 pm followed by 6% between 9 am-10 am and the least 5% found it suitable between 3-4 pm. Overall, it can be concluded that the majority of the respondents (about 80%) prefer to visit the library between 11 am to 2 pm.
- (iv) The 72% of the respondents across the colleges under study had reported that they have adequate time to visit the library however 28% of the respondents feel that they don't have adequate time to visit the library.
- (v) The study found that 46% of the respondents were spending less than one hour similarly 45% of the respondents spent between one to two hours whereas only 9% of the total respondents spent in the library more than two hours.
- (vi) The study revealed that 48% and 42% of the respondents say the library staff treats them fairly without discrimination, very few percentages of the respondents 7% fairly agree, 2% strongly disagree and only 1% disagree in treating users without discrimination.
- (vii) About the library staff's professionalism, 53% and 33% of the respondents agreed and strongly agreed on library staff professionalism

and dealing with the library users. A very low percentage was found in library staff professionalism in dealing with library users 12% fairly agreed, 3% disagreed and only 0.3% strongly disagreed in dealing with library users across the state under study by library professionals.

- (viii) The study finding shows that 49% of the respondents agreed and 34% strongly agreed on the library staff's friendliness towards library users. Whereas, very few of them (15%) fairly agreed and only 1% disagreed followed by 2% strongly disagreed on library staff friendliness.
- (ix) The finding identified that 48% agreed and 26% strongly agreed with the respondents on providing the needs of the users by the library staff. While 18% fairly agreed and 7% disagreed followed by 2% strongly disagreed with the respondents on providing the needs of the users by the library staff.
- (x) The majority of the respondents (50%) agreed and 28% strongly agreed that library staff was knowledgeable and efficient in their work and duties. Whereas, few of the respondents (14%) say fairly agree, 6% disagree, and only 0.7% strongly disagree regarding the knowledge and efficiency of the library staff.
- (xi) The majority of respondents (52%) agreed and 25% strongly agreed on providing library quality services by the library staff, whereas a much smaller number of the respondents (18%) fairly agreed, 4% disagree followed by 1% strongly disagree on library staff concerning providing library service quality to the library users.
- (xii) The maximum respondents (49%) agreed and 26% strongly agreed on library staff responses on time. Whereas 17% fairly agree, 7% disagree, and 1% strongly disagree with the responses of the library staff promptly towards library users.

**Findings according to the fourth objective, “Find out the strengths and weaknesses of the library resources and services based on respondents' satisfaction”.**

- (i) The finding of the study reveals that more than half (52%) respondents were satisfied and 18% were highly satisfied with the collection of textbooks in the library. However, 24% were fairly satisfied and 5% unsatisfied followed by 1% highly unsatisfied with the collection of textbooks in the library.
- (ii) About half of the respondents (49%) were satisfied and 12% were highly satisfied with the collection of reference books however one-third (30%) of the respondents were fairly satisfied, 9% unsatisfied with the collection of reference books in the library under study.
- (iii) The finding shows that 39% respondents were satisfied and 7% were highly satisfied with the journal collections in the library. Further, 32% respondents were fairly satisfied, 20% unsatisfied and 0.7% of the respondents were highly unsatisfied with the collection of journals in the library. The overall analysis illustrates that a maximum number of the respondents were not satisfied with the collection and subscription of journals in the college library under study.
- (iv) About one third respondents (32%) were satisfied while one tenth (10%) were highly satisfied with the subscription to a newspaper in the library. However, 35% were fairly satisfied 21% unsatisfied with the collection of newspapers in the library. The overall finding shows that the majority of respondents from different colleges were not satisfied with the collection of newspapers in the library.
- (v) A comprehensive analysis of data identified that about one-third respondents (31%) were satisfied; less than one tenth (7%) were highly satisfied and 34% fairly satisfied with the collection of e-resources in the library nevertheless 27% unsatisfied and 2% highly unsatisfied with a collection of e-resources in the library. As indicated in the finding, the stockholders of colleges under investigation were not very satisfied with



the overall accumulation of electronic resources. Furthermore, the study noted that at this point, N-LIST is the only electronic resource collected and subscribed by the college library but some of the college library professionals encouraged their users to make use of the National Digital Library of India (NDLI) as well.

- (vi) The analysis exhibited that only one-third 33% were satisfied and 9% were highly satisfied with the collection of magazines in the library however, 30% were fairly satisfied and 27% were unsatisfied with the collection of magazines in the library respectively. It is also determined and inferred that a large number of respondents from different colleges were not satisfied with the collection of magazines in the library.
- (vii) Users' satisfaction with the circulation service of the libraries observed that more than half respondents (54%) were satisfied and 26% were highly satisfied with the services of circulation among all college libraries. However, 16% were fairly satisfied, 3% were unsatisfied and with circulation service. The findings illustrates that a very large number of respondents from all colleges were tremendously satisfied with the services rendered by the circulation section.
- (viii) About the half of the respondents (49%) expressed satisfaction; 13% indicated high satisfaction and 30% (172) were fairly satisfaction with the library service of the reference section at the college under investigation however less than one tenth (8%) of the respondents were dissatisfied with the reference service provided by all colleges.
- (ix) The two fifth respondents (40%) were satisfied; one tenth respondents (11%) were highly satisfied and one third respondents (33%) were fairly satisfied with reprographic services in a college library however, 13% respondents were not satisfied and 4% were highly unsatisfied with the reprographics service provided by the college library under study. It is also inferred and shows that just half of the respondents were satisfied and the other half of the respondents were either or not fairly satisfied with the reprographic service.

- (x) About one third (30%) of the respondents were satisfied and 9% were highly satisfied with the connectivity of internet service, this means that a large number of respondents from the college libraries were not satisfied with the availability of internet services. Further, 34% of the respondents were fairly satisfied and 21% were unsatisfied with the availability of internet service followed by 7% of the highly unsatisfied respondents.
- (xi) More than three tenth (34%) respondents were satisfied and less than one tenth (8%) were highly satisfied with the service of newspaper clippings. Whereas, one third (33%) of the respondents were fairly satisfied, two tenth (21%) were unsatisfied followed by 4% were highly unsatisfied with the newspaper clipping service in a college. This shows that a maximum number of respondents were not satisfied with the newspaper clipping service provided in a college library under study.
- (xii) Users' satisfaction with library bound volume and analysis indicated that more than one third (35%) of the respondents were satisfied with the bound volume's periodicals service and 6% were highly satisfied, however, more than one third (37%) were fairly satisfied and less than two tenth (17%) were unsatisfied followed by 5% of the respondents were highly unsatisfied with the service of bound periodicals. This finding illustrates that the majority of the respondents were not contented and satisfied with the service of bound periodicals rendered in the library.

**Findings according to the fifth objective, “Ascertain the barriers encountered by respondents in gathering their information”**

- (i) A large number of respondents (74%) across the state college under study were not aware/ familiar with the existence of UGC-NRC only 26% respondents were aware with UGC-NRC.
- (ii) Regarding utilization of UGC NRC, less than half (47%) of them were found to be utilizing UGC-NRC while the majority of respondents (53%) of the respondents, indicated that they were not using UGC-NRC.

- (iii) The finding revealed that 16% of the respondents were not utilizing UGC-NRC due to a computer system malfunction. Out of all the respondents, 45% were not utilized due to their lack of interest in UGC-NRC. Nevertheless, 8% of the respondents out of 134 did not utilize UGC-NRC because of irrelevant resources, while 7% did not use it due to a lack of a good internet connection. Additionally, it was shown that a portion of the respondents, specifically 8% were not utilizing UGC-NRC because they lacked the necessary training. As a result of frequent power cut-offs, a small percentage of the responders 2% were unable to utilize it. Additionally, the data revealed that 3% (4) of respondents did not receive support from the library staff, and 10% were unable to utilize resources since UGC-NRC was not available in the college library.
- (iv) The analysis shows that just one-third (35%) respondents were familiar with N-LIST, while the rest (65%) were not acquainted with it. Surprisingly, none of the respondents in some colleges, particularly Government Aizawl North College, Government Lawngtlai College, and Government Saitual College were found to be aware of N-LIST. The respondents' limited understanding of N-LIST may be attributed to a lack of orientation or training provided by the library staff.
- (v) The result shows that 39% respondents were satisfied and 7%) were highly satisfied with the journal collections in the library. Further, 32% respondents were fairly satisfied and 20% unsatisfied with the collection of journals in the library. The overall finding illustrates that a maximum number of the respondents were not satisfied with the collection and subscription of journals in the college library under study.
- (vi) About one third (35%) respondents were fairly satisfied, 21% unsatisfied and 1% was highly unsatisfied with the collection of newspapers in the library. The overall analysis shows that the majority of respondents from different colleges were not satisfied with the collection of newspapers in the library.
- (vii) One-third (31%) respondents were satisfied and only 7% were highly satisfied with the collection of e-resources in the library nevertheless

34% fairly satisfied and 27% were unsatisfied followed by 2% highly unsatisfied with a collection of e-resources in the library respectively. As indicated by the responses of the respondents, the state colleges under investigation were not very satisfied with the overall accumulation of electronic resources.

- (viii) Only one-third (33%) were satisfied and 9% were highly satisfied with the collection of magazines in the library however, 30% respondents were fairly satisfied however 27% were unsatisfied and 1% were highly unsatisfied with the collection of magazines in the library respectively. It is also determined and inferred from the table that a large number of respondents from different colleges were not satisfied with the collection of magazines in the library.
- (ix) Among respondents, less than one third (30%) of the respondents were satisfied and 9% were highly satisfied with the connectivity of internet service, this means that a large number of respondents all over the state college library were not satisfied with the availability of internet services. However, 34% (193) of the respondents were fairly satisfied and 21% were unsatisfied with the availability of internet service followed by 7% of the highly unsatisfied respondents.
- (x) For the newspaper clipping services, about one third respondents (34%) respondents were satisfied and 8% were highly satisfied with the service of newspaper clippings. However, 33% of respondents were fairly satisfied, 21% were unsatisfied and 4% were highly unsatisfied with the newspaper clipping service in a college. The result shows that a maximum number of respondents were not satisfied with the newspaper clipping service provided in a college library under study.
- (xi) Internet speed is a very big issue in accessing the e-resources and only 25% respondents were unsatisfied, and 6% (29) were highly unsatisfied with the overall internet speed in the library.

**The findings are according to the sixth objective,” Find out the strengths and weaknesses of library staff to provide library services.”**

- (i) Many Librarians/librarians- in -charge are acquiring a Master's Degree in Library and Information Science, however in two colleges Viz. Government Khawzawl College and Government Lawngtlai College library in charge are not acquiring degrees in Library and Information Science. It is also identified that there are 4 colleges whose librarians are qualified with a doctoral degree: Government Hrangbana College, Government Aizawl North College, Government T Romana College, and Pachhunga University College. However, the rest of the college's librarians/library- in- charge are with M.Phil, NET, Master's Degree in Library and Information Science.
- (ii) Librarians and library professionals were insufficient staff and lack of personnel in most of the college libraries. In addition, in 9 colleges' there was no librarian or Deputy Librarian. it was also found that several staff are casual and contract workers. However, At Pachhunga University College there are 9 library staff out of which there are 3 casual workers, this shows that they are the greatest number of library staff under study. The rest of the other college's library staff are up to 1-4 staff only.
- (iii) Out of 23 colleges 4 (17%) namely Government Hrangbana College, HATIM, Government Hnahthial College, and Pachhunga University College were satisfied with the number of library staff members. However, 19 (83%) Colleges expressed dissatisfaction with the availability of the library staff. This indicates that many college library personnel experienced a shortage of staff and library professionals.
- (iv) More than half (53%) and one third (33%) of the respondents agreed and strongly agreed on library staff professionalism and dealing with the library users. A very low percentage was found in library staff professionalism in dealing with library users 12% fairly agreed, 3% disagreed and only 0.3% strongly disagreed in dealing with library users.
- (v) The study finding shows that 49% of the respondents agreed and 34% strongly agreed on the library staff's friendliness towards library users.

Whereas, very few of them 15% fairly agreed and only 1% disagreed followed by 2% (12) strongly disagreed on library staff friendliness.

- (vi) The finding observed that 48% respondents agreed and 26% respondents strongly agreed on providing the needs of the users by the library staff. While 18% fairly agreed and 7% (41) disagreed followed by 2% strongly disagreed with the respondents on providing the needs of the users by the library staff.
- (vii) The finding observed that half of the respondents (50%) agreed and less than one third (28%) strongly agreed that library staff was knowledgeable and efficient in their work and duties. Whereas, more than one tenth respondents (14%) say fairly agree, 6% disagree regarding the knowledge and efficiency of the library staff.
- (viii) More than half (52%) and one forth (25%) respondents agreed and strongly agreed on providing library quality services by the library staff, whereas less than one fifth respondents (18%) fairly agreed, and 4% disagree on library staff concerning providing library service quality to the library users.
- (ix) About half of respondents (49%) agreed and about one forth (26%) strongly agreed on library staff responses in a timely manner. Whereas less than one fifth (17%) fairly agree and 7% disagree with the responses of the library staff in a timely manner towards library users.
- (x) About 18% respondents strongly disagree and 45% disagree followed by 13% fairly agree with the respondents on the difficult approach of the library staffs whereas, 17% agree and 7% strongly agree on the difficulty of approaching library staffs by the respondents.
- (xi) It was found that 16 government colleges did not provide information about their library budget for a year, since the government did not provide separate allocations for the college library budget, hence the college only acquired funding and managed library fees and penalties. In addition, the researcher inquired about a librarian and discovered that these colleges do not have a specific budget for the library. Instead, they rely solely on library fees collected from students, which are also overseen by the

college authority or Principal. Nevertheless, Pachhunga University College (PUC) and Higher and Technical Institute Mizoram (HATIM) College were allocated consistent library funds. This may be attributed to the fact that PUC is a constituent institution of Mizoram University, while HATIM College is also managed by the church. The remaining five colleges, which also discussed their library budget, also derive their funding from student fees only.

- (xii) A significant number of government colleges in Mizoram relied heavily on student library fees for funding. Additionally, a few college libraries also received funding from RUSA and NEDP. Significantly, the government of Mizoram did not allocate any cash to any college library. The finding shows that total of 11 college libraries were granted funds by RUSA to construct new library buildings and purchase books. Additionally, 9 colleges are provided with resources through the New Economic Development Policy (NEDP), such as books, projectors, digital cameras, laptops, scanners, and other related items. Pachhunga University College (PUC) received funding from Mizoram University (MZU), while HATIM (Higher and Technical Institute, Mizoram) received funding from the Baptist Church of Mizoram (BCM). Additionally, Mamit College, which has been declared an Aspirational district, received 20 computers along with tables to furnish its digital library from NITI (Aayog).
- (xiii) The majority of colleges (17; 74%) of the library staff reported irregular financial assistance whereas only 3(16%) of the respondents stated 'No' to irregular financial assistance. 19(83%) of the library staff of all selected colleges stated that they have issues and challenges with poor staff strength. Another issue and challenge faced by the library staff was a lack of interest from higher authority with a percentage of 14 (61%). The majority 13(57%) of the library staff reported that they have poor library building. 15(65%) of the library professionals stated that they have an issue with poor physical infrastructure. However, 17(74%) of the library staff reported that they were not having an issue with internet connectivity.

- (xiv) It was found that out of 23 college librarians or library professionals irrespective of urban and rural area, 23(100%) library professionals stated that they are good at computer knowledge and skills.

## **9. GENERAL INVESTIGATION AND FINDINGS OF THE STUDY**

- (i) The gender-wise distribution of the respondents and analysis determined that 48% (277) of the respondents were male; however, the majority, 52% (298) of the respondents, were female. The highest number of male respondents was found in Aizawl Government College and Zirtiri Residential Science College, with 84%; whereas Government Hrangbana College, with 88% of the respondents, was the female highest respondent.
- (ii) Based on the analysis of the data shows that 46% of the respondents belong to the 20-25 age group followed by 21% representing from 25-35 age group. 18% of the respondents also represent the age group of below 20 age group. However, 8% of the respondents belong between the 35-45 age groups whereas 7% is the least age group belonging to the above 45 age group.
- (iii) In the college-wise analysis it was found that from the 10 colleges (T Romana, Hrangbana, Kolasib, Champhai, Aizawl North, J Thankima, Johnson, Siaha, Kamalanagar, and J Buana colleges), more than 40% respondents feel that they do not find adequate time for library visit. However, Hnahthial college 100% Aizawl College, Mamit College, Lawngtlai College more than 90% and Zirtiri College, Aizawl West, Zawnuam College, Serchhip College, HATIM and PUC above 80% respondents said that they have sufficient time to visit the library to fulfill their information needs.
- (iv) In the college-wise analysis of time spent in the library, it was found that 100% of respondents in Lawngtlai College and 5 other colleges (Champhai, Aizawl West, Johnson, Saitual, and Serchhip) more than 60% of respondents spent less than 1hr time in the library. Further, 80% respondents of from Aizawl College and more than 60% of respondents from 6 colleges (Hrangbana, Kolasib, Zirtiri, J Thankima, Kamalanagar,



and HATIM) spent 1hrs to 2 hrs time in the library however, 56% of respondents from Zawlnuam college and only more than 24% respondents from 3 colleges (Aizawl North, Mamit and Siaha) spent more than 2 hrs. in the library.

- (v) The finding of shelf arrangement revealed that 68% (393) of the respondents were satisfied and 16% (93) of the respondents were highly satisfied with their respective college library shelving arrangement of books. However, 12% (71) were not satisfied, and only 3% of the respondents were highly unsatisfied with the arrangement of bookshelves in the library. In this shelving arrangement, the highest percentage of satisfied respondents was found in Saiha colleges library (92%). The Second percentage of satisfied respondents was found in three colleges namely Aizawl College, Kamalanagar, and Zawlnuam College with 88%, third highest percentage satisfied of users was found at in HATIM library (84%) however the highest un-satisfaction was found in Lawngtlai college with 72% followed by Hnahthial college (32%) and Aizawl North (24%). Furthermore, two colleges (Siaha and PUC) have 100% satisfaction with shelve arrangement and Zirtiri College has the highest (56%) highly satisfactory response followed by Champhai (40%) and PUC (36%).
- (vi) Regarding gender distribution among librarian/ library in charge, it was found that the majority 57% (13) of the respondents were male whereas 43% (10) of the respondents were female.
- (vii) With regards to the Age-wise distribution of librarian or library in charge, the analysis identified that 22% (5) of the respondents belong to the below 35 age group, followed by 30% (7) belonging to the age between 35-45 age group whereas 48% (11) with the highest rank belong to 45 above
- (viii) The finding revealed that a large number of Librarians/ Library In-charge are acquiring a Master's Degree in Library and Information Science, however in two colleges Viz. Government Khawzawl College and Government Lawngtlai College library in-charge are not acquiring

degrees in Library and Information Science. Furthermore, it also identified that There are 4 colleges whose librarians are qualified with a doctoral degree namely Government Hrangbana College, Government Aizawl North College, Government T Romana College, and Pachhunga University College. However, the rest of the college's librarians/library in charge are with M.Phil, NET, Master's Degree in Library and Information Science.

- (ix) The finding shows that the majority of the library building/ rooms were not spacious enough. Pachhunga University College with its separate library building was the most spacious library building with 8200Sq.Ft., secondly, Government Zrtiri Residential Science College has a library size of 7200 sq. Ft, while thirdly Hrangbana College Library with an area of 4100Sq.Ft. However, the smallest among college libraries under study is Government J. Buana College with an area of 1024Sq.Ft.

## **10. HYPOTHESIS TESTING**

Based on the above findings and suggestions, hypotheses are tested and authenticated. To test the hypothesis, a statistical method using SPSS was utilized. In this research for testing the hypothesis, there are two statistical tools were used namely.

**Mann Whitney U Test:** It is the non-parametric alternative to the independent-sample t-test. It is a statistical test that is utilized to compare two groups where the responses (data) for the test (dependent) variable are ordinal or continuous (non-normal). Mann Whitney U Test can be used as an alternative test for independent-sample t-test when the assumptions of the test cannot be satisfied.

**Kruskal Wallis Test:** A Kruskal Wallis test is a non- parametric alternative to One-Way ANOVA. It is used when you want to check differences among more than two groups, and the data is non-normal and is qualitative, on an ordinal scale/ continuous scale. Kruskal Wallis test be used as an alternative test for One-way ANOVA when the assumptions of the test cannot be satisfied.

**H1: There is a significant difference between male and female users' frequency of visiting libraries for consultation in selected college libraries.**

To evaluate the difference between male and female users' frequency of library visits was tested using the Mann- Whitney U Test. The test revealed that there is no significant difference in visiting the library for consultation in selected colleges between males (Mean=287.75, n=277) and females (Mean=288.23, n=298), U=41204.000, z= .035, p=.972. Thus, the hypothesis is rejected.

Table 6.1. Result of Hypothesis Testing (H1)

Mean Ranks				
Test Statistics				
		Freq of library visit		
Mann-Whitney U		41204.000		
Wilcoxon W		79707.000		
Z		.035		
Asymp. Sig. (2-tailed)		.972		
Gender		N	Mean Rank	Sum of Ranks
Freq of library visit	Male	277	287.75	79707.00
	Female	298	288.23	85893.00
	Total	575		

(Source: Primary data)

**H2: There is a significant difference in the availability of ICT and physical infrastructure among selected college libraries.**

The differences between the availability of ICT and the physical infrastructure of the selected college library were tested using the Kruskal Wallis Test. The table reveals

that there is a significant difference among the selected college library in terms of the availability of ICT such as Internet facility ( $p=.001$ ) and Computerized library management system ( $p=.001$ ) as well as the physical infrastructure such as Separate Library building ( $p=.001$ ), Separate reading room ( $p=.001$ ), Seminar Hall ( $p=.001$ ), Departmental library ( $p=.001$ ), photocopier ( $p=.001$ ), and faculty lounge ( $p=.001$ ). Thus, with the available data, the hypothesis is accepted.

Table 6.2. Result of Hypothesis Testing (H2)

Kruskal Wallis test									
Test Statistic									
	Separate Library building	Separate reading room	Seminar hall	Departmental library	photocopier	separate computer system	faculty lounge	Internet facility	Computerized library management system
Chi-Square	232.862	125.145	155.730	181.374	223.742	215.553	199.399	198.134	137.608
df	22	22	22	22	22	22	22	22	22
Asymp. Sig.	.001	.001	.001	.001	.001	.001	.001	.001	.001

(Source: Primary data)

### **H3: There is no significant difference between faculty and students in the level of satisfaction with library resources in college libraries.**

The differences between faculty and students in the level of satisfaction with library resources in the college library were tested using the Kruskal Wallis Test. The test was run with different categories of Viz. books, references, journals, periodicals, e-resources, and magazines. The mean rank shows that the student's level of satisfaction (309.76) is higher than the faculty's level of satisfaction (254.39) in terms of books. The mean rank also reveals that the student's level of satisfaction (309.06) is higher than the faculty's level of satisfaction (255.48) in terms of

reference. The mean rank identifies the student level of satisfaction (313.7) as higher than the faculty's (249.28) level of satisfaction in terms of journals. In terms of the newspaper, the mean rank shows the student's level of satisfaction (303.26) is much higher than the faculty's level of satisfaction (264.44). It is also revealed from the mean rank that the student's level of satisfaction (310.77) is also higher than the faculty's (252.84) level of satisfaction in terms of e-resources. In terms of magazines, the mean ranks show students' (310.77) level of satisfaction is higher than the faculty's (250.53) level of satisfaction. Therefore, the test revealed significant differences between faculty and students in the level of satisfaction with library resources such as books (Asymp. Sig.= .001), references (Asymp. Sig.= .001), journals (Asymp. Sig.= .001), periodicals (Asymp. Sig.= .001), e-resources (Asymp. Sig.= .001), and magazines (Asymp. Sig.= .001). Thus, with the available data, the hypothesis is rejected.

Table 6.3. Result of Hypothesis Testing (H3)

<b>Library resources</b>							
	<b>Books</b>	<b>Reference</b>	<b>Journal</b>	<b>Periodicals</b>	<b>E-Resources</b>	<b>Magazines</b>	<b>Overall</b>
Mann-Whitney U	31841.500	32088.000	30687.000	34111.500	31491.000	30968.500	29117.500
Wilcoxon W	57492.500	57739.000	56338.000	59762.500	57142.000	56619.500	54768.500
Z	-4.259	-4.084	-4.759	-2.866	-4.276	-4.547	-5.328
Asymp. Sig. (2-tailed)	.001	.001	.001	.001	.001	.001	.001

<b>Ranks</b>	<b>Mean table</b>			
<b>Designation</b>		<b>N = 575</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
Books	Faculty	226	254.39	57492.50
	Student	349	309.76	108107.50
Reference	Faculty	226	255.48	57739.00

	Student	349	309.06	107861.00
Journal	Faculty	226	249.28	56338.00
	Student	349	313.07	109262.00
Newspaper	Faculty	226	264.44	59762.50
	Student	349	303.26	105837.50
E-Resources	Faculty	226	252.84	57142.00
	Student	349	310.77	108458.00
Magazines	Faculty	226	250.53	56619.50
	Student	349	312.27	108980.50
Overall	Faculty	226	242.34	54768.50
	Student	349	317.57	110831.50

(Source: Primary data)

#### **H4 There is no significant difference between faculty and students in the level of satisfaction with library services in college libraries.**

The differences between faculty and students in the level of satisfaction towards library services in the college library were tested using the Kruskal Wallis Test. The test was run with different categories of Viz. Circulation, references, reprographics, internet, newspaper clipping, bound volumes, and Institution Repository. The mean rank shows in terms of circulation (294.32), reference (301.64) and reprographic (296.56) students' level of satisfaction is higher than faculty 278.24 (Circulation), 266.93 (reference), and (reprography) 274.77. The mean rank shows students' level of satisfaction 279.25 is lower than the faculty's level of satisfaction (301.51) in terms of Internet services, it is also shown in the mean rank that in terms of newspaper clipping and bound volume service students' level of satisfaction 290.80, 294.40 is higher than faculty 283.68, 278.11. Thus, the test revealed significant differences between faculty and students in the level of satisfaction with reference services, (Asymp. Sig.= .008). However, the test revealed insignificant differences in Circulation (Asymp. Sig.= .0.21) reprographic (Asymp. Sig.= .105), internet (Asymp. Sig.= .103), newspaper clipping (Asymp. Sig.= .6) and bound volumes (Asymp. Sig.= .226). The overall level of satisfaction towards library services between faculty and students shows no significant difference (Asymp. Sig.= .306). Thus, with the available data the hypothesis is rejected.

Table 6.4. Result of Hypothesis Testing (H4)

<b>Ranks table</b>				
Particulars	Designation	N	Mean Rank	Sum of Ranks
Circulation	Faculty	226	278.24	62882.00
	Student	349	294.32	102718.00
Reference	Faculty	226	266.93	60326.00
	Student	349	301.64	105274.00
Reprographic	Faculty	226	274.77	62099.00
	Student	349	296.56	103501.00
Internet	Faculty	226	301.51	68142.00
	Student	349	279.25	97458.00
Newspaper Clippings	Faculty	226	283.68	64112.00
	Student	349	290.80	101488.00
Bound Volumes	Faculty	226	278.11	62853.00
	Student	349	294.40	102747.00
Over all	Faculty	226	279.20	63099.00
	Student	349	293.70	102501.00

	Library services	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
	Circulation	37231	62882	-1.254	0.21
	Reference	34675	60326	-2.648	0.008
	Reprographic	36448	62099	-1.62	0.105
	Internet	36383	97458	-1.632	0.103
	Newspaper Clippings	38461	64112	-0.524	0.6
	Bound Volumes	37202	62853	-1.211	0.226
	Overnight reference	38635	99710	-0.43	0.667
	Institution Repository	36163.5	61814.5	-1.773	0.076
	Over all	37448	63099	-1.024	0.306

(Source: Primary Data)

## 11. CONCLUSION

The primary objective of a library is to collect, organize, preserve, disseminate, and provide access to knowledge and information to its users. A few decades ago, a variety of documentary sources were collected and organized by a different technical process in the library to satisfy the users' information needs. Still, in the present digital environment, with documentary sources, there are many non-documentary sources, and its available in various forms. To reduce the price of e-resources, many network-based services are also introduced by different national agencies and many libraries are now participating in this network to provide better information services to their users at very minimum cost. Even then, it is a challenge for today's libraries to fulfill their users' information needs because of the variety of information sources and multidimensional approach to seeking information by users. This challenge become more and more especially in rural area libraries because all available ICT technologies used in the LIS profession are not reached in rural areas of a country at present.

User's perceptions and satisfaction with library resources and services have largely been ignored by researchers and practitioners of library and information science, especially in the remote and rural areas of Mizoram. The present study is conducted to evaluate the library infrastructure, resources, and services offered by colleges under study and the level of user satisfaction and service quality. Though Mizoram has the second highest literacy rate in India nevertheless in terms of higher learning studies, there are many issues and challenges encountered in the state in terms of higher education, Socioeconomics, Transport and communication, etc. As it is already stated in higher education there are 23 colleges, 9 colleges located in Aizawl City itself, 3 colleges are situated in Lunglei town and the rest of the colleges are from one each in district headquarters. The present study projected the diversity of users and their level of satisfaction in terms of library resources and services under study. The analysis is done on various evaluation criteria like Gender analysis, the satisfaction of Library resources and services, purpose of library visits, frequency of library visits, preferred documents, the satisfaction of human resources and physical resources, average daily visits, the total number of the library collection, library



budget, sources of library income, a researcher also asked a question to the librarian and library professional, etc. Based on this analysis and interpretation, the findings of the study are drawn. The gender analysis is an important segment of any research of social sciences to ensure the gender representation and gender-wise representation of respondents of this study and it is revealed that the overall gender distribution was almost similar but the majority of the respondents were female. As far as the frequency of library visits is concerned the researcher attempted to know how frequently the library users visited the library because it is an important indicator of its essential significance. Consequently, it is identified that the overall visitation of the library is very poor in both two groups of respondents. It is also observed from the analysis that library professionals were not satisfied with their staff strength, the analysis also identified that no proper budget allocation from the state government and most of the library sources of income are from annual collected student's library fees.

The library users are visited library for different academic purpose and it differ from users to users and persons to persons. Information about purpose of library visit will help the librarians to re-design in collection development and services rendered by the library. The analysis shows that majority of respondents visited library for the purpose of book circulation (charging and discharging). From the general findings it is clearly shown that as far as adequacy of timing to visit library, users time spent and their convenient to visit library is concern, majority of respondents had adequate time to visit library, maximum number of respondents their time spent in the library is half an hour to one hour and their convenient time to visit is 12 Noon to 2:00Pm

The Internet has become a part of the library environment today. The library and information professionals have a vital role to play in organizing the information and bridging the gap between information-rich and information-poor. The present study also investigated the availability of the Internet in the library and their satisfaction with Internet service in their respective library. Thus, it is revealed from the study that 23 colleges were connected to internet facilities subsequently a large number of the respondents were satisfied with the internet service. It was also found that librarians and library professionals were insufficient staff and lack of personnel in

the majority of the college library. In addition, in 8 colleges' there was no librarian or Deputy Librarian. it was also found that several staff are casual and contract workers. However, At Pachhunga University College there are 9 library staff out of which there are 3 casual workers, this shows that they are the greatest number of library staff under study. The rest of the other college's library staff are up to 2-4 staff only.

The study's main objective was to examine the status of user satisfaction among the 23 college libraries in Mizoram. The researcher concluded that User satisfaction is the major focus of the library services the library should scrutinize the use, quality, and effectiveness of their existing information sources and services and whether they should be continued or be replaced by those sources and services that are better to keep pace with users changing desires and preferences.

The level of information requirements of the users' community in the colleges depends upon the nature of their academic activities. Among the users, students, teachers, and research scholars need information at the levels of study, teaching, and research respectively. Thus, academic libraries such as the college library should be constantly searching for new ways to keep up with the expectations of their academic community. It is the responsibility of library professionals to undertake user satisfaction surveys from time to time. College libraries must be as dynamic as the users they serve whether they are faculty members, students, non-teaching staff, or research scholars. In a rapidly developing field such as sciences, social sciences, humanities, management, or information science, changes in user behaviour and the impact of improvements need to be re-assessed at regular intervals continuously. The answer to the question "How can a library improve its collection and services to satisfy user requirements?" is ever-changing since user needs never remain static. However, finding answers to this question will help not only the college library but any library to be more attentive to the objective of satisfying users and to execute changes depending on the user's needs.

Therefore, the findings of the present study can be considered as guiding principles in developing need-based collection and providing effective services to the research scholars as well as other users community of the colleges. The findings of the survey

reveal that there is an urgent need for improvement of college libraries in terms of their buildings, information resources, Furniture & equipment, Human resources, and services offered proper training and orientation among the staff from time to time to equip the skills without appropriate skills there is no possibility to translate the knowledge among the user community.

Considering all the above-mentioned issues, it is concluded that, user approach or user behavior and their expectations towards library services are dealt with in two ways. It can be fully satisfied or partially satisfied. Knowing the perceptions of the users, dealing with users' needs, frequent interactions with users, and knowing users' expectations are the ways to bridge the gap between users' expectations and satisfaction. The academic library always strives hard to fulfil its users' needs and expectations. The users in the academic library have a subject and examination-oriented approach. They are not expecting larger than their basic needs. Even though textbooks are their priority, the library should encourage them to refer to various important reference print sources and e-resources.

Thus, it can be concluded that the level of satisfaction with library resources and services by teachers and students in Mizoram College library was not satisfactory. The findings of this study have provided useful insight for the library professionals and the government officials and authorities of Mizoram to take appropriate strategies for the development of the library.

## **12. RECOMMENDATION AND SUGGESTIONS**

In the light of the findings based upon the responses of the questionnaires, the following suggestions can be considered

1. To meet the needs of the users and fulfill its mission, the library should take necessary actions to improve library resources in the form of Textbooks/ Course Books, References, Journals and periodicals, etc. Collecting materials and setting aside study corners for aspirant students taking competitive exams/civil service exams is also suggested.

2. It is observed from the analysis that out of 23 colleges only 9 have separate library buildings therefore it is suggested that all the college libraries under study should have separate library buildings which should be conveniently located on the college campus to maintain quietness and a good learning environment.
3. The library should improve its physical infrastructure and ICT infrastructure by providing adequate reading space, seating capacity, functional furniture, CCTV, adequate computer systems with internet connectivity, etc.
4. Further, it is recommended to the library professionals and authorities that the library building/ and the library-occupied room be extended vertically and horizontally because out of 23 colleges only 9 colleges have separate library buildings with spacious carpet areas, the 14 colleges occupied library is not spacious enough for making a congenial library environment.
5. It is also suggested that the library should conduct a user awareness program/information literacy in every college regularly for both faculty and students to educate them on search techniques, awareness about library catalogs, sections or parts of documents, how to find the latest online content in their fields, rules, and regulations of the library, its facilities, resources, and e-resources are available in the library
6. According to the librarian or library staff data analysis, the average daily visits to the libraries under study were very low for both faculty and students. it is recommended that the librarian or library professional take the initiative by fostering a friendly and inclusive atmosphere, librarians should encourage students and faculty to visit regularly and feel comfortable utilizing library services. Provide access to computers, lounge for faculty, spacious reading area, charging stations, and Wi-Fi, and promote digital resources like e-books, e-journals, and online databases.
7. One of the challenges and shortfalls of the college library under investigation is the lack of supporting staff. According to the findings of data analysis, out of 23 colleges, 11 colleges do not have a librarian or deputy librarian which leads to insufficient and lack of personnel in the library, furthermore, it is also found out from the investigation that the majority of the college library also

do not have library assistant and library attendant. Therefore, it is suggested that the Mizoram government, college authorities, and the library professionals' association should take the necessary action and look for feasibilities to recruit qualified new librarians and supporting staff in the library to improve the quality of library services in the college.

8. The survey showed that only two colleges have proper allocations of library budget and funding, the rest of the 21 college libraries do not have appropriate budgets for the procurement of library resources and services. It is strongly recommended and suggested to the state government and higher authority to allocate a library budget to purchase or subscribe to essential academic resources, including books, journals, databases, and digital media, which support the curriculum and research needs of students and faculty. A well-planned library budget directly impacts the quality of education, research opportunities, and the overall academic experience at a college.
9. For academic libraries, maintaining a complete, accessible collection of journals and publications is essential for supporting student and faculty research. Binding ensures that all issues of a publication are kept together, preventing the loss of individual articles and maintaining the integrity of the collection. It is observed by the researcher that most of the college libraries under study did not practice back volume binding. To meet the needs and satisfy of users, it is recommended that all librarians and library staff maintain periodical back volumes binding in their libraries respectively.
10. To meet the needs of users the researcher also recommends that every library should introduce sanitary services for their users, if washrooms are available, students can attend to personal needs without leaving the library. This convenience allows them to focus on their studies without interruptions. A well-maintained washroom can make the library more inviting. If students feel comfortable and cared for, they are more likely to utilize the library's resources. It is also suggested that providing access to clean drinking water in a college library supports students' health and academic success without interruption.

11. Library staff, both professional and semi-professional needs to be fully oriented towards the application of ICT in the library. The authority should organize such kind of regular training programs viz. workshops, conferences, and seminars to acquire the latest developments in the field. Special initiatives in orientation programs/training may be organized for the library staff to update their subject domain knowledge and the latest developments in the LIS field.

### **13. SCOPE FOR FUTURE RESEARCH**

The concept of users' satisfaction is very relevant for all libraries since its existence and much research has been conducted in this area but so many research fields are still unexplored and nearby to further exploration by any interested researchers. Based on my research experience from this study, the following scope for research has been suggested as potential research fields for the research professionals in the field of library and information science and other disciplines:

1. Presently, the study is only confined to the 23 colleges to determine the user's satisfaction and a similar study can be done on all the colleges of Mizoram to get a comprehensive result of the whole state.
2. A further study may be conducted on the users' satisfaction with library resources and services of central universities of the NE region.
3. A further study may be conducted among top-ranked NIRF colleges of the NE region and analyze the users' satisfaction among these colleges.
4. A similar study may be conducted to study the users' satisfaction with library resources and services of technical and professional institutions of Mizoram as well as NE regions.