



# INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact factor: 4.295

(Volume 4, Issue 5)

Available online at: [www.ijariit.com](http://www.ijariit.com)

## A survey on collection development of NAAC accredited Government degree college libraries affiliated to Kakatiya University, Warangal, Telangana state

D. Rajasekharam

[dubasirajashekharam@gmail.com](mailto:dubasirajashekharam@gmail.com)

Dravidian University, Kuppam, Andhra Pradesh

Dr. M. Anjaiah

[anjaiahlib@gmail.com](mailto:anjaiahlib@gmail.com)

Dravidian University, Kuppam, Andhra Pradesh

*“Education without library is like a body without soul, a vehicle without an engine and a building merely a collection of bricks without cement. Education and library service cannot live apart from the other”.*

G.E. Evans

### ABSTRACT

*Libraries are very essential in academic institutions to provide timely needy information to faculty, research scholars and student community to fulfill their academic needs. In this scenario, library resources and services can play an important role. To provide academic needs, building up library collection means, acquisition, selection, evaluation and preservation of resources according to user's requirement. Collection Development policies for Books and Non-Book Materials shows that a large majority 70.59% (12) of respondents said their respective libraries has Collection Development policies for Books and Non-Book Materials, 29.41% (5) respondents said their respective library don't have Collection Development policies for Books and Non-Book Materials. Collection development of SR & BGNR Government Arts & Science College, Khammam shows that the collection development of Books, Journals/Magazines has increased (2012-13: 1137 & 2013-14: 1283) by 12.84% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows a downward trend -41.699%. The year 2014-15 to 2015-16 collection development shows an upward trend -12.03%. The year 2015-16 to 2016-17 collection development shows upward trend 82.93%. Out of 5 years, only 2013-14 to 2014-15 shows downward trend remaining years shows upward trends it is a good sign. This research paper highlights that the importance and need of collection development in NAAC accredited government degree college libraries, CD is very essential to provide needy library resources and services to users of NAAC Accredited Govt. Degree College libraries, affiliated to the Kakathiya University of Telangana State. In the end, the establishment of digital libraries, create one network or consortium among the Government Degree College libraries to save any money in this financial crunch in Telangana State.*

**Keywords**—Academic libraries, Collection development, Library resources, Library services, NAAC- accreditation, Government degree college libraries, Telangana State

### 1. INTRODUCTION

The library is an institution where a reader can consult and acquire desired information under single roof. Library is a service institution. Library services are one of the most widely used and accepted in the modern world. Academic community particularly in a university utilizes library services for research and teaching purposes. Academic work is supported by library. Therefore, library is rightly regarded as the heart of an academic institution. A library is a collection of printed or written materials arranged or organized for the purpose of study and research.

The concept of a library is its derivative, traditional, or conservative concept. The library until recently was considered to be a storehouse for the recorded experience of humanity. Imparting knowledge and dissemination of information is the primary function of the library. People from different lifestyles whatever may be their profession approaches the library for information. The library will supply them the information they want either from their own stocks or through inter-library loan. The libraries will also serve them with nascent information as well as with the state-of-art in their subject fields. Libraries are the only institutions in the society that provide their services free of charge, without any discrimination of caste, creed, status, sex and political conviction.

### 2. EDUCATION

Education has been recognized by all as a social service and regarded as an instrument for social change. The UNESCO World Conference on Higher Education in 1998 declared that “education is a fundamental pillar of human rights, democracy, sustainable

*Rajasekharam D., Anjaiah M.; International Journal of Advance Research, Ideas and Innovations in Technology* development, and peace". The intricate problems confronted on the eve of the 21<sup>st</sup> century will be determined by the vision of the future society and the role that is assigned to education in general and to higher education in particular. It will be the duty of higher education to ensure that the values and ideals of a culture of peace prevail and that the intelligence community is motivated to that end.

### **3. HIGHER EDUCATION IN INDIA**

India's higher education system is the largest system of higher education in the Commonwealth countries and the second largest in the world. But even then the benefit of higher education is reaped by a sizeable number of youth from underprivileged section of the society. At present, we have one college for every 11,000 and one universities for every 4-7 lakh of persons in the relevant age group (18 to 23 years). In the real terms, only about 6-7% of the eligible age group are getting the benefit of higher education. This ratio is an insignificant compound to the other countries of economic cooperation and development. The World Bank document (1994) states, "The development of higher education is correlated with the economic development enrolment ratios in higher education average 51% in the countries that belong to OECD, compared with 21% in middle-income countries and six percent in "low-income countries". (Sources from [www.highereducation.gov.ac.in](http://www.highereducation.gov.ac.in))

### **4. ROLE OF UNIVERSITY GRANTS COMMISSION (UGC) IN HIGHER EDUCATION**

After independence, the Government of India has appointed several committees and commissions to find out the means and measures for the development of higher education in the country. Dr. S.R. Radhakrishnan has emphasized in his report that the need for the development of higher education on sound footing. Accordingly, the University Grants Commission was established in 1956 under Act of Parliament and Dr. C.D. Deshmukh served as the first chairman of the University Grants Commission. The primary task of UGC is to take effective measures for promotion and coordination of university education and to produce necessary scientific manpower required to work in various fields in independent India. At present, there are 846 Universities including Central, State, and Private Universities and 44,035 Colleges. During the year 2016-17 (last year of the XII Plan) there were 795 Universities (47 Central, 123 Deemed, 360 State Public, 262 State Private and 3 Institutions under Special State Legislature Act) and 42338 Colleges. (Source: [www.ugc.gov.ac.in](http://www.ugc.gov.ac.in))

### **5. NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)**

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) which laid special emphasis on upholding the quality of higher education in India. To address the issues of quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.

#### **5.1. Criteria for assessment**

NAAC has identified the following seven criteria to serve as the basis of its assessment procedures:

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Innovations, and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership, and Management
- Institutional Values and Best Practices

#### **5.2. Benefits of accreditation**

- Institution to know its strengths, weaknesses, and opportunities through an informed review process.
- Identification of internal areas of planning and resource allocation
- Collegiality on the campus.
- Funding agencies look for objective data for performance funding.
- Institutions to initiate innovative and modern methods of pedagogy.
- A new sense of direction and identity for institutions.
- The society looks for reliable information on quality education offered.
- Employers look for reliable information on the quality of education offered to the prospective recruits.
- Intra and inter-institutional interactions. [www.naac.gov.ac.in](http://www.naac.gov.ac.in))

### **6. TELANGANA STATE COUNCIL OF HIGHER EDUCATION (TSCHE)**

The National Educational Policy, 1986, recommended that state-level planning and coordination of Higher Education shall be done through councils of Higher Education and that the University Grants Commission (UGC) and these Councils will develop coordinative methods to keep a watch on standards. The UGC constituted a committee to make recommendations regarding setting up of State Councils of Higher Education as per the aforesaid National Policy. The said committee recommended that there is a pressing need for effective machinery for promotion and co-ordination of Higher Education at the state level and coordination of state-level programmes with those of the UGC. The UGC has laid down the guidelines for setting up State Councils of Higher Education as recommended by the said committee.

Different State Governments have accordingly constituted State Councils of Higher Education as recommended in the National Educational Policy of the Government of India and as recommended by the committee constituted by the UGC.

The Telangana State Council of Higher Education (TSCHE) came into existence by the Order of the State Government of Telangana by adopting the APSCHE Act 16 of 1988 as per the provisions of the AP Reorganization ACT 2014. The Telangana State Council of Higher Education is primarily a Coordinating Body between the University Grants Commission (UGC), the State Government and the Universities. It is the general duty of the Council to coordinate and determine standards in institutions of Higher Education, Research, Scientific and Technical Institutions in accordance with the guidelines issued by the University Grants Commission from time to time. The Act 16 of 1988 envisages three distinct functions (a) Planning and Coordination, (b) Academic Functions and (c) Advisory Functions.

The core point of Higher Education (HE) is a University System, wherein the Under Graduate (UG) and Post Graduate (PG) courses are offered for the Award of Degrees. Knowledge of several subjects like Arts, Humanities, Social Sciences, Law, Sciences, Technology, Engineering etc. are imparted through coursework. However, in recent years a few branches of knowledge have been the main focus for some of the universities; thereby specialized and technological universities have emerged. The affiliating character of several universities is responsible for offering UG courses through colleges located in its jurisdictional area. Designing courses and their combinations, syllabus formulation, conducting the examination, awarding degrees and diplomas are the main tasks of a university system. ([www.tsche.gov.ac.in](http://www.tsche.gov.ac.in))

## **7. THE COMMISSIONER OF COLLEGIATE EDUCATION (CCE)**

Commissioner of Collegiate Education (CCE) is the Chief Controlling Authority and Head of the Department of Collegiate Education, Government of Telangana.

1. Controls all administrative units including the Regional offices and all Degree Colleges in the state of Telangana
2. Implements all the policies of the Government relating to the Department.
3. Implements and executes all the academic administrative matters relating to the Department.
4. Ex-officio Member of the Executive Councils of all Universities in the State.

There are 1161 Degree Colleges are in Telangana State. Among them 122 Government, 09(nine) Government Autonomous, 20 Telangana State Welfare Residential Degree Colleges (TSWRDC), 48 Private Aided, 05 Private Autonomous, 952 Private Unaided, 03 University Autonomous and two (02) University Colleges. [www.cce.gov.ac.in](http://www.cce.gov.ac.in).

## **8. KAKATIYA UNIVERSITY– A PROFILE**

Kakatiya University was established on 19th August 1976 to fulfill the aspirations of the Telangana people for higher education. It is located in the historical city, Warangal, the erstwhile at of the Kakatiya rulers. The erstwhile Post Graduate Centre of Osmania University was upgraded and named Kakatiya University. The University, began its journey as PG Centre Warangal in 1968 under the aegis of Osmania university with only four Departments, viz. Telugu, English, Chemistry, and Mathematics. The Departments of Physics, Botany, Zoology, Commerce, Public Administration and Economics were added later. The B. Pharmacy course which was started by Osmania University in 1974 was shifted to KU in 1975.

The University was initially accredited with 'B+' grade by the NAAC in 2003 and reaccredited with 'A' grade in 2009. It occupied 38th position in national level rankings by India Today Nielsen Survey. The University, situated in a sprawling area of about 640 acres, has seven colleges on the campus, with a network of 18 constituents, 529 affiliated colleges. It has Post Graduate Colleges at Subedari (Hanamkonda), Nirmal, Khammam, Jangaon, Jayashankar Bhoopalpally, Mahabubabad and University Engineering College at Kothagudem. Among the affiliated colleges, the University has 395 Arts & Science; 3 Law; 8 Engineering; 53 Education; 38 Management; 8 MCA and 24 Pharmacy colleges under its jurisdiction.

At present the university offering 222 programmes in Engineering, Pharmacy, Law, Computer Science, Business Management, Education, Science, Arts, Commerce, Oriental courses within the University, constituent and affiliated colleges. In addition, the School of Distance Learning and Continuing Education (SDLCE) is offering fifty-four programmes through distance mode.

The university has established Dr. B.R. Ambedkar Studies Centre, Coaching Centre for SC/ST and Minority Students for NET and other Competitive Examinations, Center for Women's Studies, Kakatiya Adhyayana Kendram, Students Welfare, Placement Cell, Centre for Foreign Relations and Consultancy Services, SC / ST Cell, Yoga Centre, Games and Sport, NSS, Centre for English Language Teaching, Computer Centre, Central Instrumentation Centre, University-Industry Linkage Centre and Consultancy Cell.

Kakatiya University has a spacious Central Library on the campus with a rich collection of about 1,54,000 books, 30,000 back volumes of research journals, 4000 Theses, and Dissertations. It subscribes to 230 Indian and Foreign Journals. Researchers have free access to about 14 thousand research journals provided by INFLIBNET under the e-ShodhSindhu project. Round the clock, the reading facility is being provided to the students throughout the year. All the constituent colleges and departments were brought under Campus Network providing round the clock INTERNET facility. ([www.ku.ac.in](http://www.ku.ac.in))

## **9. COLLEGE LIBRARIES**

The college libraries every college must have a good library. College Library occupies a prominent position in the college campus. It is the pulsing heart of the college. In India, the UGC provided generous funds for the purchase of reference books and textbooks as well as building grants and sponsored the College Humanities and Social Sciences Programme (COHSSIP) and College Science Improvement Programme (COSIP). With the result that the classroom teaching is now supplemented by library usage, through the purchase of books on latest teaching methods provide exhaustive knowledge of the subject to the student. The college library performs a central function in the educational process. In a developing country like ours, which has an inadequate network of libraries and where the students and teachers are unable to buy personal books, the role of the college library assumes

great importance. The scope and character of library resources, facilities, and services should be such as to provide for coursework, research and self-education through printed and other forms of literature.

## 10. MEANING OF COLLECTION DEVELOPMENT

Collection development is the means by which the library provides high-quality information resources of print and non-print materials and provides access to electronic resources that will meet instructional requirements. Through collection development, we also strive to meet the cultural and recreational needs of the college community. Collection development is an ongoing process, undertaken by librarians and library services staff, with input from faculty, administrators, staff, and students. ([https://lowercolumbia.edu/library/\\_assets/documents/collection-policy.pdf](https://lowercolumbia.edu/library/_assets/documents/collection-policy.pdf))

### 10.1. Definitions

- **Evans, G.E.** defined collection development as, “Library collection development is the process of meeting the information needs of the people (a service population) in a timely and economical manner using information resources locally held, as well as from other organizations”.
- **Mosher** defined, "Collection Development is a compelling and convenient determination of library materials, shaping a deliberately built branch of knowledge, or be set at the appropriate time course by bibliographic specialists do the examination important to guarantee the synapses joining many choice delicate materials, the capability to make the parts fit entirely”.
- According to the **International Federation of Library Associations and Institutions (IFLA)**, “Acquisition and collection development focuses on methodological and topical themes pertaining to acquisition of print and other analog library materials (by purchase, exchange, gift, legal deposit), and the licensing and purchase of electronic information resources”.

### 10.2. Collection development policy

The IFLA focuses on four primary reasons for a written collection development policy: selection, planning, public relations, and the wider context. A written selection guideline provides staff with the tools to access and evaluate potential additional collection materials as well as the basis for denying the acceptance of materials. Beyond the addition of new materials, this section can also define the parameters for weeding materials, storage standards, and preservation of unstable collection objects. Secondly, planning aids in making decisions for future improvement in library infrastructure and proper distribution of funds for the institution. Thirdly, in the current environment of limited funding and competition between departments and agencies, a written collection policy aids in the library's public relations. This document can be a tool to help potential donors or funders assess the needs of the library, including assets and services. Lastly, in terms of the wider context, the document can aid in collaboration with other institutions in an effort to fulfill the needs of their patrons and community.

## 11. REVIEW OF LITERATURE

The review of related literature plays an important role in social science research. So, the researcher was consulted on many studies and selected an appropriate research topic for the present study. Some of them were discussed as mentioned below.

**Raina (1980)** in his study “Degree College Libraries in Kashmir: A Survey,” stated that the collection was obsolete and mainly comprised of textbooks; after the analysis of the responses received from ten libraries. He also revealed that, except circulation, all other library services were found missing and the majority of libraries were following close access system. The funds were inadequate for the effective development of the collection. **Naidu (1981)** stated that in his research paper entitled, “College Libraries in Andhra Pradesh: With Special Reference to Andhra University”, revealed that depressing picture of college libraries and suggested to lay down some norms and standards for college libraries by inspection commission of each university and he suggested that at least 6% of the college budget should be spent on library. **Singh (1990)** carried out in his research study “College Libraries in Punjab: A Statistical Analysis of the Problems”, find the problems being faced by college libraries of Punjab and Chandigarh and also attempted to study the use of libraries. **Khan (1993)** analyzed the collection in terms of growth in size, the growth of users and compares with the growth of the budget. **Seetharama, S. (1997)** in his paper entitled, “*Collection development/management in an information technology-based environment: current initiatives and issues*”, the impact of information technology on collection development and collection management. He discussed, about the changing role of libraries and librarians in handling traditional as well as electronic resources. **Mahapatra, P. K. (1999)** in his book entitled “*Collection management in libraries*” stated that the collection building is very essential and useful to the users. He suggested that the collection development is not only present resources but also e-resources. **Wittenbach, Stefanie (2005)** described the restructuring of collection development at the University of California Riverside University Libraries. In this article, the author has presented a new system that has created more accountability for the resource budget. The findings of the result showed that users are more aware of resources purchased in their own area. **Horava (2009)** explained some of the major issues concerning collection development in academic libraries in the digital environment. The study concluded with ideas for incorporating a shift from manual collection to a sustainable and forward-looking approach to collection management.

## 12. METHODOLOGY

For the present research, the survey method is adopted. Keeping the hypotheses and the objectives in view this research work has been carried out by the following the survey method was adopted to study the existing physical conditions and collection development of NAAC Accredited Government degree college libraries, Affiliated to Kakatiya University, Warangal. Data was collected through structured questionnaires, which were administered personally, and also through interview supported by schedules, observation, and reference to registers.

## 13. SCOPE AND LIMITATIONS OF THE STUDY

The present study carried out to determine the various factors that contribute to overall improvement of collection process in 17 NAAC Accredited Government Degree College Libraries, Affiliated to Kakatiya University, Warangal, Telangana State. The

present study not only emphasis not only on the factors/s which contributes to overall collection process but also on the year on year improvement of the collection process and role of ICT (Information and Communication Technologies)to the collection process.

The study is carried out on major stokeholds of the library were students, faculty members and librarians in terms of accessing the respondents and overall response about the current collection process. The study has given the right provisions to get suggestions and process improvement procedures to attain maximum end-user satisfaction.

The present study is confined to all NAAC Accredited Government Degree College Libraries Affiliated to Kakatiya University, Warangal, Telangana State only and the results and finding is confined to a currently selected set of colleges only. Data collected by personal interaction by administering the questionnaire (Survey questionnaire) to respective respondents.

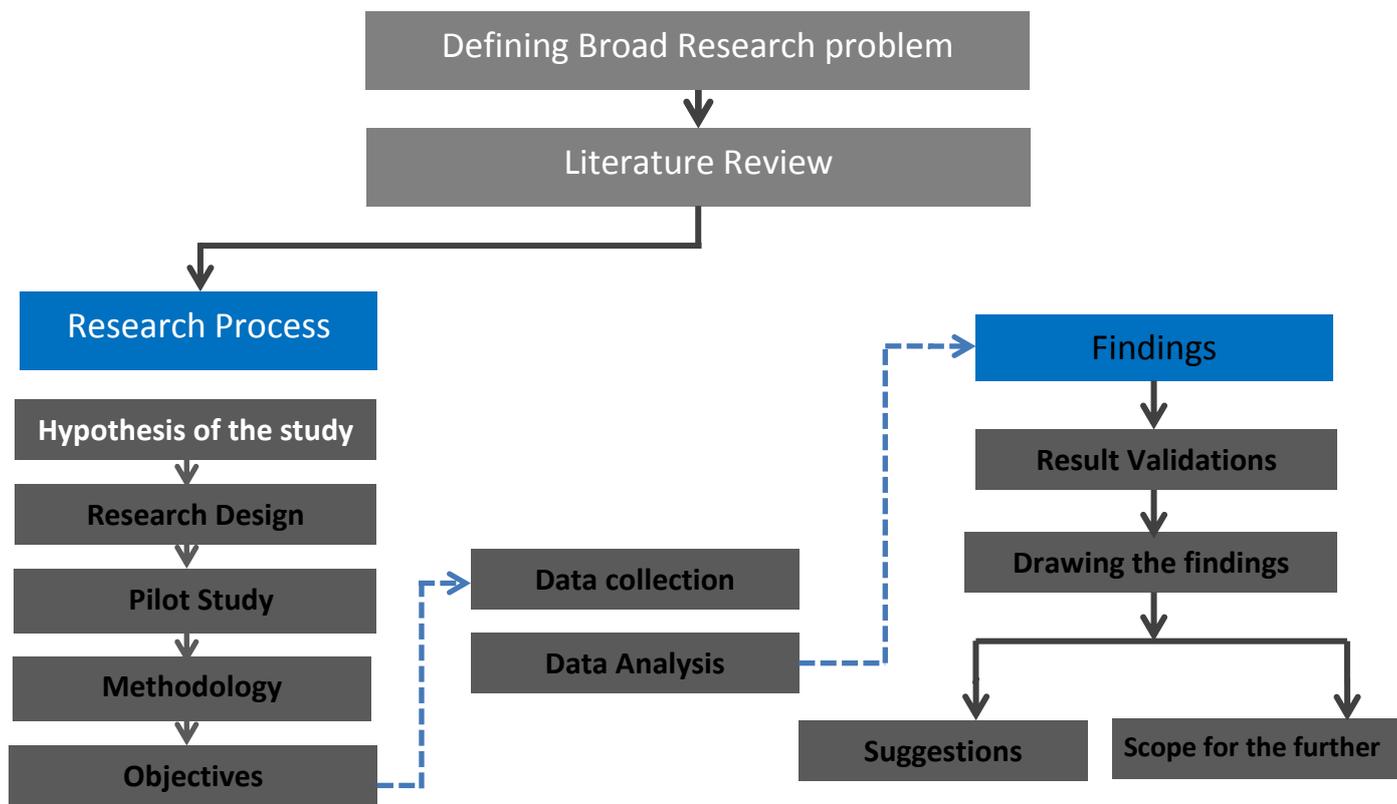
**14. PILOT STUDY**

Pilot Study was conducted with a sample of 544 respondents from 17 NAAC Accredited Government Degree Colleges Affiliated to Kakatiya University, Warangal, Telangana State, and the results are tested. Based on the study, the questionnaire was further modified and developed to suit the stated objectives. Accordingly, a revised version of the questionnaire was finally developed.

**15. OPERATIONAL TERMS USED**

- Library
- Librarian
- College Libraries
- Collection Development
- Automation
- Computerization
- Digital Libraries
- Library Software
- Internet
- E-Resources

**16. RESEARCH PLAN**



**Fig. 1: Research plan**

**17. RESEARCH DESIGN**

Survey method of Descriptive research design is used for the current study to study the Collection Development of NAAC Accredited Government Degree College Libraries Affiliated to Kakatiya University, Warangal, Telangana State. 3 different stakeholders were selected for the study namely students, faculty and librarians. A separate set of Questionnaire was made for each stakeholder to ascertain the Collection Development across all different libraries. The survey is conducted to get actual feedback from the respondents and results are validated with the appropriate statistical method.

Keeping the above hypothesis and the objectives in view this research work has been carried out by the following the survey method was adopted to study the existing physical conditions and collection development of NAAC Accredited Government degree college libraries Affiliated to Kakatiya University, Warangal. Data was collected through structured questionnaires, which were administered personally, and also through interview supported by schedules, observation, and reference to registers.

### 18. DATA COLLECTION

- **Primary Data source:** To study the collection development of NAAC Accredited Government Degree College Libraries Affiliated to Kakatiya University, Warangal, Questionnaires were prepared to address each stakeholder and responses were collected as the primary source for the study.
- **Secondary Data source:** The following are the prime sources of secondary data for the study: Journals, Books, Magazines, Newspapers, Websites/Portals, e-journals, and e-educational portals

### 19. THE SAMPLE SIZE

For the current study, to determine an optimal number of respondents under each category power and sample size technique is used. At most care is given while determining the sample size which assures an adequate power to detect statistical significance from the data collected.

**Power and Sample Size technique:** Sample size determination plays a vital role any empirical study in which ensures not only an optimal number of respondents for the study and also give adequate power to detect statistical significance from the data collected. One of the key parameters for the Power and Sample Size technique is confidence interval. For current study at most care given while deciding the confidence interval which ensures a specified margin for error and that make sure test for hypotheses has high probability detecting a meaningful difference in the parameters.

**Table 1: Sample size determination- Students**

Type of Respondents	Students
Population Size	5960
Confidence Level	95%
Confidence Interval	5%
Sample size	361

There are 17 NAAC accredited degree colleges, Affiliated to Kakatiya University, Warangal, Telangana State and current study confined to all NAAC Accredited Degree Colleges only. In terms of a number of students in each college is range from min 300 to a maximum of 350 students. Population size is calculated by considering an average of 350 students with leads to total 5960 students. Based on the Power and Sample Size technique number of respondents selected for the study is 361. Confidence level chooses for the study 95% and confidence interval of 5%.

**Table 2: Sample size determination- Faculty Members:**

Type of Respondents	Faculty
Population Size	350
Confidence Level	95%
Confidence Interval	5%
Sample size	183

There are 350 faculty members are working across 17 NAAC Accredited Government Degree Colleges, Affiliated to Kakatiya University, Warangal, Telangana State. Out of 350 faculty members, for the current study, 183 faculty members were considered based on the Power and Sample Size technique with confidence level 95%.

### 20. STATISTICAL TECHNIQUES USED

For the present study, the following are the statistical methods are used to arrive at the conclusions and also to validate results and major findings with appropriate statistical methods.

**20.1 Descriptive Statistics:** Descriptive statistics describe the relationship between prime factors & its interrelationship, and the factor wise contributions to the overall objective of the study. Methods like Univariate analysis- (Measures of central tendency & dispersions), Multivariate techniques like Cross tabulations and contingency tables, and Graphical representation etc... are used in the current study.

**20.2 Cronbach Alpha:** The reliability of the data was examined by running a reliability test. For a various set of important associated factors used in the questionnaire, values of coefficient alpha (Cronbach's alpha) were obtained. A commonly accepted rule for describing internal consistency using Cronbach's alpha is as follows

**Table 3: Cronbach Alpha**

Cronbach's alpha	Internal consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

## 21. OBJECTIVES

The study has been undertaken with the following objectives:

- To examine the status of the NAAC Accredited Government Degree Colleges Libraries of Telangana State.
- To know the library collection development in selected NAAC Accredited Government Degree Colleges Libraries of Telangana State.
- To study the availability of library services in Government Degree Colleges.
- To know the collection development policies in Government Degree Colleges Libraries of Telangana State.
- To examine the budget allocation of selected NAAC Accredited Government Degree Colleges Libraries of Telangana State.
- To provide the best suggestions for collection development of Print Resources and E-Resources.
- To know the satisfaction of the users on library collection and services.

## 22. HYPOTHESES

For the present study, the following hypotheses were formulated:

- There is no significant difference between faculty members and students on library Collection development in selected NAAC Accredited Government Degree Colleges Libraries of Telangana State.
- There is no significant difference between faculty members and students on library Resources in selected NAAC Accredited Government Degree Colleges Libraries of Telangana State.
- There is no significant difference between faculty members and students on library Services in selected NAAC Accredited Government Degree Colleges Libraries of Telangana State.
- There is no significant difference between faculty members and students on library Staff in selected NAAC Accredited Government Degree Colleges Libraries of Telangana State.

## 23. DATA ANALYSIS AND INTERPRETATION

To study Collection Development of NAAC Accredited Government Degree College Libraries Affiliated To Kakatiya University, Warangal, Telangana State. For the study, 3 types of respondents were considered namely Students, Faculty members, and librarians. Different sets of questionnaires were prepared for each type of respondents to see the factors/s which contributes to overall collection process but also on the year on year improvement of collection process and role of ICT (Information and Communication Technologies) to the collection process.

### 23.1 List of NAAC Accredited Government Degree Colleges Affiliated to Kakatiya University (KU), Telangana State (2016-17)

The Kakatiya University, Warangal, Telangana State, total 328 Undergraduate Colleges are there, out of 328 colleges, 34 Government Degree Colleges and 17 NAAC Accredited Government Degree Colleges. To educate and encourage the students for the higher studies in Government Degree Colleges.

**Table 4: List of NAAC Accredited Government Degree Colleges Affiliated to Kakatiya University (KU) (2016-17)**

S. No.	Name of the Degree College	Year of Establishment	NAAC Grade
1	SR&BGNR Govt. Arts & Science College(A), Khammam	1956	B
2	Government Degree College, Adilabad	1957	B
3	S.R. Government Arts & Science College, Kothagudem	1964	B
4	Govt. Degree & P.G. College for Women, Khammam	1965	B
5	Pingle Government College for Women, Hanamkonda	1965	A
6	Government Degree College, Mancherla	1967	B
7	Government Degree College, Nirmal	1971	B
8	ABV Government Degree College (Autonomous), Jangaon	1975	B
9	J.V.R. Government College, Sathupally	1976	B
10	Kakatiya Government College, Hanamkonda	1978	A
11	Government Degree College, Bhadrachalam	1980	B
12	Government Degree College, Narsampet	1984	C
13	Government Degree College, Mahabubabad	1984	B
14	Government Degree College for Women, Adilabad	1985	B
15	Government Degree College, Paloncha	1991	C
16	Government Degree College, Mulugu	1999	B
17	Government Degree College, Eturnagaram	2007	B

(Source: [www.cce.gov.ac.in](http://www.cce.gov.ac.in). accessed on 25<sup>th</sup> August 2018)

The above table 4 on respondents feedback on grades awarded by NAAC for their respective colleges shows large majority 10 colleges out of 17 colleges awarded B Grade by NAAC followed by 2 colleges graded as A, 2 colleges Graded as B+ and 2 colleges graded as C. One college is graded as B++. In terms of location of library NAAC grades distributed as 2 colleges graded as B, one college graded B++ and one college graded as C in Rural. In Urban 2 colleges graded as A, 3 colleges graded B and one college graded as B+. In Sami Urban 5 colleges graded as B, one college graded B+ and one college graded as C.

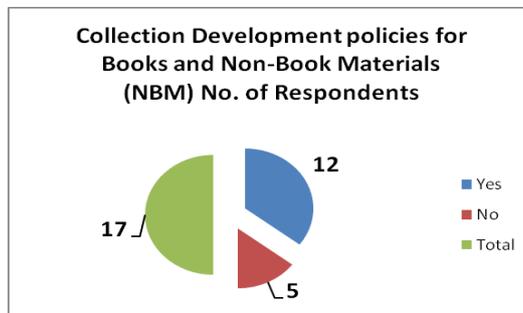
### 23.2 Collection Development (CD)

The Collection Development (CD) is very important in the libraries. The huge collection of Books, Journals/Magazines, E-Resources are useful to the library users for the research and higher education. In this study, Collection Development of books,

**Table 5: Collection Development policies for Books and Non-Book Materials (NBM)**

Response	No. of Respondents	Percentage
Yes	12	70.59
No	5	29.41
Total	17	100

(Source: Data collection from Librarian Questionnaire)



**Fig. 2: Collection Development policies for Books and Non-Book Materials (NBM) number of respondents**

In table 5 respondents feedback on the Collection Development policies for Books and Non-Book Materials shows a large majority 70.59% (12) of respondents said their respective libraries has Collection Development policies for Books and Non-Book Materials. It is a good sign. 29.41% (5) respondents said their respective library don't have Collection Development policies for Books and Non-Book Materials.

**Table 6: Collection Development of Books, Journals, E-Resources and News Papers (2016-17)**

S. No	College name	Type of resources			
		Books	Journals/Magazines	E-Resources	Newspapers
1	SR & BGNR GASC, Khammam (A)	51259	9	N-List	10
2	GDC, Adilabad	19911	6	0	5
3	S.R. GASC, Kothagudem	10100	4	0	4
4	GD & P.G.C. for Women, Khammam	17862	5	0	5
5	Pingle G.C. for Women, Hanamkonda	22802	6	0	4
6	GDC, Mancherial	17323	5	N-List	6
7	GDC, Nirmal	16516	6	0	5
8	ABV GDC, Jangaon (A)	28500	14	N-List	8
9	J.V.R. GC, Sathupally	18221	6	0	4
10	KGC, Hanamkonda	24088	5	0	4
11	GDC, Bhadrachalam	16337	6	0	5
12	GDC, Narsampet	14649	5	0	5
13	GDC, Mahabubabad	17000	13	0	5
14	GDC for Women, Adilabad	13620	5	0	6
15	GDC, Paloncha	6400	6	0	3
16	GDC, Mulugu	13731	5	N-List	5
17	GDC, Eturnagaram	7738	12	N-List	6

(Source: Data collection from Librarian Questionnaire)

The above table (Table 6) respondent's feedback on Collection Development of Books, Journals, e-journals and News Papers in their respective libraries shows

**Books:** Respondent's feedback on Collection Development of Books shows SR & BGNR Government Arts & Science College, Khammam has a maximum number of books i.e. 51259 out of other NAAC accreted libraries that are part of the study. The average number of books per college as per study is Government Degree College, Paloncha is minimum books i.e. 6400 out of other colleges' libraries.

**Journals:** Respondent's feedback on Collection Development of Journals shows ABV Government Degree College, Jangaon (Autonomous) has a maximum number of journals 14 out of other NAAC accreted libraries that are part of the current study. The average number of journals per college in the current study is 7. It is a good sign.

**E-Resources:** Respondent's feedback on Collection Development of E-Resources shows N-List is the only is available across 5 college libraries. 12 libraries out of 17 selected libraries don't have E-Resources.

**News Papers:** Respondent's feedback on Collection Development of newspapers shows SR & BGNR Government Arts & Science College, Khammam has a maximum number of newspapers 10 out of other NAAC accreted libraries that are part of the

**Rajasekharam D., Anjaiah M.; International Journal of Advance Research, Ideas and Innovations in Technology**  
 current study. The average number of newspapers per college as per the current study is 5. Government Degree College, Paloncha are subscribing minimum newspapers i.e. 3 out of other colleges' libraries in the current study.

**Table 7: Year-wise Collection Development of Books, Journals/Magazines and E-Resources**

S. No	College Name	2012-13	2013-14	2014-15	2015-16	2016-17	Total
1	SR & BGNR GASC, Khammam (A)	1137	1283	748	838	1533	<b>5539</b>
2	GDC, Adilabad	366	42	68	311	288	<b>1075</b>
3	S.R. GASC, Kothagudem	386	52	82	321	293	<b>1134</b>
4	GD & P.G.C. for Women, Khammam	393	63	78	401	312	<b>1247</b>
5	Pingle G.C. for Women, Hanamkonda	336	85	68	408	299	<b>1196</b>
6	GDC, Mancherial	364	24	17	311	282	<b>998</b>
7	GDC, Nirmal	374	48	64	212	251	<b>949</b>
8	ABV GDC, Jangaon (A)	421	111	102	312	301	<b>1247</b>
9	J.V.R. GC, Sathupally	398	59	49	349	278	<b>1133</b>
10	KGC, Hanamkonda	393	101	99	351	310	<b>1254</b>
11	GDC, Bhadrachalam	421	88	91	331	271	<b>1202</b>
12	GDC, Narsampet	365	74	77	311	287	<b>1114</b>
13	GDC, Mahabubabad	381	52	85	325	293	<b>1136</b>
14	GDC for Women, Adilabad	364	84	87	311	282	<b>1128</b>
15	GDC, Paloncha	196	181	0	307	423	<b>1107</b>
16	GDC, Mulugu	479	20	1027	0	1528	<b>3054</b>
17	GDC, Eturnagaram	0	0	0	1350	1410	<b>2760</b>

(Source: Data collection from Librarian Questionnaire)

The above table (Table 7) respondent's feedback on year on year collection development of books, journals/ Magazines across their respective libraries shows

Collection development of SR & BGNR Government Arts & Science College, Khammam (A) shows collection development of Books, Journals/Magazines has increased (2012-13: 1137 & 2013-14: 1283) by 12.84% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows a downward trend -41.699%. The year 2014-15 to 2015-16 collection development shows an upward trend -12.03%. The year 2015-16 to 2016-17 collection development shows upward trend 82.93%. Out of 5 years, only 2013-14 to 2014-15 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of Government Degree College, Adilabad shows collection development of Books, Journals/Magazines has decreased (2012-13: 366 & 2013-14: 42) by -88.52% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows upward trend 61.09%. The year 2014-15 to 2015-16 collection development shows upward trend 357.35%. The year 2015-16 to 2016-17 collection development shows a downward trend -7.39%. Out of 5 years, only 2013-14 shows downward trend remaining years shows an upward trend it is a good sign.

Collection development of S.R. Government Arts & Science College, Kothagudem shows collection development of Books, Journals/Magazines has decreased (2012-13: 386 & 2013-14: 52) by -86.52% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows upward trend 57.69%. The year 2014-15 to 2015-16 collection development shows upward trend 291.46%. The year 2015-16 to 2016-17 collection development shows a downward trend -8.72%. Out of 5 years, only 2013-14 shows downward trend remaining year's shows upward trends it is a good sign.

Collection development of Government Degree & P.G. College for Women, Khammam shows collection development of Books, Journals/Magazines has decreased (2012-13: 393& 2013-14: 63) by -83.96% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows upward trend 23.8%. The year 2014-15 to 2015-16 collection development shows upward trend 414.1%. The year 2015-16 to 2016-17 collection development shows a downward trend -22.19%. Out of 5 years, only 2013-14 shows downward trend remaining years shows an upward trend it is a good sign.

Collection development of Pingle Government College for Women, Hanamkonda shows collection development of Books, Journals/Magazines has decreased (2012-13: 366 & 2013-14: 42) by -74.7% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows a downward trend -20%. The year 2014-15 to 2015-16 collection development shows upward trend 500%. The year 2015-16 to 2016-17 collection development shows a downward trend -26.71%. Out of 5 years, only 2013-14& 2014-15 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of Government Degree College, Mancherial shows collection development of Books, Journals/Magazines has decreased (2012-13: 364& 2013-14: 24) by -93.4% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows a downward trend -29.16%. The year 2014-15 to 2015-16 collection development shows upward trend 1729%. The year 2015-16 to 2016-17 collection development shows a downward trend -9.32%. Out of 5 years only 2013-14, 2014-15& 2016-17 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of Government Degree College, Nirmal shows collection development of Books, Journals/Magazines has decreased (2012-13: 374 & 2013-14: 48) by -87.16% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows upward trend 33.33%. The year 2014-15 to 2015-16 collection development shows upward trend 231%. The

year 2015-16 to 2016-17 collection development shows upward trend 18.39%. Out of 5 years, only 2013-14 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of ABV Government Degree College, Jangaon (Autonomous) shows collection development of Books, Journals/Magazines has decreased (2012-13: 421 & 2013-14: 111) by -73.63% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows a downward trend -8.1%. The year 2014-15 to 2015-16 collection development shows upward trend 205.88%. The year 2015-16 to 2016-17 collection development shows a downward trend -3.52%. Out of 5 years only 2013-14, 2014-15 & 2016-17 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of J.V.R. Government College, Sathupally shows collection development of Books, Journals/Magazines has decreased (2012-13: 398 & 2013-14: 59) by -85.17% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows a downward trend -16.94%. The year 2014-15 to 2015-16 collection development shows upward trend 612.24%. The year 2015-16 to 2016-17 collection development shows a downward trend -20.34%. Out of 5 years only 2013-14, 2014-15 & 2016-17 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of Kakatiya Government College, Hanamkonda shows collection development of Books, Journals/Magazines has decreased (2012-13: 393 & 2013-14: 101) by -74.3% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows a downward trend -1.98%. The year 2014-15 to 2015-16 collection development shows upward trend 254.54%. The year 2015-16 to 2016-17 collection development shows a downward trend -11.68%. Out of 5 years only 2013-14, 2014-15 & 2016-17 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of Government Degree College, Bhadrachalam shows collection development of Books, Journals/Magazines has decreased (2012-13: 421 & 2013-14: 88) by -79.09% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows upward trend 3.4%. The year 2014-15 to 2015-16 collection development shows upward trend 263.73%. The year 2015-16 to 2016-17 collection development shows a downward trend -18.12%. Out of 5 years, only 2013-14 & 2016-17 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of Government Degree College, Narsampet shows collection development of Books, Journals/Magazines has decreased (2012-13: 365 & 2013-14: 74) by -79.72% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows upward trend 4.05%. The year 2014-15 to 2015-16 collection development shows upward trend 303.89%. The year 2015-16 to 2016-17 collection development shows a downward trend -7.71%. Out of 5 years, only 2013-14 & 2016-17 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of Government Degree College, Mahabubabad shows collection development of Books, Journals/Magazines has decreased (2012-13: 381 & 2013-14: 52) by -86.35% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows upward trend 63.46%. The year 2014-15 to 2015-16 collection development shows upward trend 282.35%. The year 2015-16 to 2016-17 collection development shows a downward trend -9.84%. Out of 5 years, only 2013-14 & 2016-17 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of Government Degree College for Women, Adilabad shows collection development of Books, Journals/Magazines has decreased (2012-13: 364 & 2013-14: 84) by -76.92% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows upward trend 3.57%. The year 2014-15 to 2015-16 collection development shows upward trend 257.47%. The year 2015-16 to 2016-17 collection development shows a downward trend -9.32%. Out of 5 years, only 2013-14 & 2016-17 shows downward trend remaining years shows upward trends it is a good sign.

Collection development of Government Degree College, Paloncha shows collection development of Books, Journals/Magazines has decreased (2012-13: 196 & 2013-14: 181) by -7.65% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows a downward trend -100%. The year 2015-16 to 2016-17 collection development shows upward trend 37.78%. Out of 5 years, only 2013-14 & 2013-14 shows downward trend remaining years shows upward trends it is a good sign. The Year 2015-16 shows no addition in terms of collection development of books, journals/Magazines.

Collection development of Government Degree College, Mulugu shows collection development of Books, Journals/Magazines has decreased (2012-13: 479 & 2013-14: 20) by -95.82% for the year 2012-13 2013-14. The year 2013-14 to 2014-15 collection development shows upward trend 5035%. The year 2016-17 collection development shows upward trend 1528%. Out of 5 years, only 2013-14, 2015-16 show a downward trend and 2014-15 & 2016-17 shows an upward trend.

Collection development of Government Degree College, Eturnagaram shows collection development of Books, Journals/Magazines for the year 2015-16 & 2016-17 shows upward trend 4.4%. It is a good sign.

**Table 8: Level of Satisfaction on Collection Development**

Respondent Type	Response		Total
	Yes	No	
Faculty Members	156 (28.68%)	27 (4.96%)	183 (33.64%)
Students	256 (47.06%)	105 (19.3%)	361 (66.36%)
Total	412 (75.74%)	132 (24.26%)	544 (100%)

(Source: Data collection from Librarian Questionnaire)

The above table (Table 8) respondents Level of Satisfaction on Collection Development shows large majority 75.74% (412) respondents are said they are satisfied with library Collection Development. It is a good sign. 24.26% (132) said they are not satisfied with library Collection Development.

**23.3 College wise Budget allocation for Books, Journals/Magazines and E-Resources (2012-13 to 2015-16):**

Allocation of the budget is a very vital role in the library. The overall budget allotted to the procurement of books, journals/magazines, and e-resource across 17 NAAC accredited degree colleges shows year 2012-13,2013-14,2014-15 and 2015-16 show upward trend except for the year 2016-17 has a downward trend in terms total allotted budgets.

**Table 9: College wise Budget allocation for Books, Journals/Magazines and E-Resources (2012-13 to 2016-17)**

S. No	College Name	2012-13	2013-14	2014-15	2015-16	2016-17	Total
1	SR & BGNR GASC, Khammam (A)	182975	202946	68282	171000	409000	1034203
2	GDC, Adilabad	19994	77561	94524	99510	134000	425589
3	S.R. GASC, Kothagudem	12000	14270	87000	45000	112000	270270
4	GD & P.G.C. for Women, Khammam	30994	87838	113520	47910	130590	410852
5	Pingle G.C. for Women, Hanamkonda	34994	322568	125524	96510	18000	597596
6	GDC, Mancherla	18000	21000	27500	136000	211500	414000
7	GDC, Nirmal	12000	10000	10000	10000	91000	133000
8	ABV GDC, Jangaon (A)	50000	55000	60000	137000	299000	601000
9	J.V.R. GC, Sathupally	18000	21000	27500	205000	225500	497000
10	KGC, Hanamkonda	18000	21000	27500	205000	225500	497000
11	GDC, Bhadrachalam	18000	21000	27500	205000	225500	497000
12	GDC, Narsampet	18000	21000	27500	205000	225500	497000
13	GDC, Mahabubabad	18000	21000	27500	205000	225500	497000
14	GDC for Women, Adilabad	18000	21000	27500	133000	207500	407000
15	GDC, Paloncha	0	32000	24000	211000	31850	298850
16	GDC, Mulugu	54965	27150	0	135000	25000	242115
17	GDC, Eturnagaram	0	0	0	815200	315000	1130200
<b>Total</b>		<b>523922</b>	<b>976333</b>	<b>775350</b>	<b>3062130</b>	<b>3111940</b>	<b>8449675</b>

(Source: Data collection from Librarian Questionnaire)

In table 9 year-wise budget allocation for books, Journals/Magazines, and e-resources across the selected colleges shows:

- **The year 2012-13:** SR & BGNR Government Arts & Science College, Khammam (A) had the highest budget (Rs. 1, 82, 975/-) allotted amongst other colleges in the study followed by Government Degree College, Eturnagaram and Government Degree College, Paloncha with no budget allocation for the year 2012-13.
- **The year 2013-14:** Pingle Government College for Women, Hanamkonda had the highest budget (Rs. 3,22,568) allotted amongst other colleges in the study followed by Government Degree College, Eturnagaram with no budget allocation for the year 2013-14.
- **The year 2014-15:** Pingle Government College for Women, Hanamkonda had the highest budget (Rs. 1,25,524) allotted amongst other colleges in the study followed by Government Degree College, Eturnagaram and Government Degree College, Paloncha with no budget allocation for the year 2014-15.
- **The year 2015-16:** Government Degree College, Eturnagaram had the highest budget (Rs. 8,15,200) allotted amongst other colleges in the study, followed by Government Degree College, Nirmal with minimum budget (Rs. 10,000) allocation for the year 2015-16.
- **The year 2016-17:** SR & BGNR Government Arts & Science College, Khammam (A) had the highest budget (Rs. 4,09,000) allotted amongst other colleges in the study, followed by Pingle Government College for Women, Hanamkonda with minimum budget (Rs. 18,000) allocation for the year 2016-17.

**23.4 Availability of Library Services**

The library should make easily available to students, faculty members, and other members a well organized and comprehensive stock of books, journals and other library materials. The respondents' satisfaction level on Library Services shows a large majority. It is a good sign.

**Table 10: Availability of Library Services**

S. No	Name of Facility	Response		Total
		Yes	No	
1	Lending Services	17	0	17
2	Reference Services	17	0	17
3	Reprographic Services	9	8	17
4	Inter-library loan	0	0	0
5	Current Awareness Services (CAS)	14	3	17
6	Newspaper Clipping Services	15	2	17
7	Information Literacy Program (Orientation to fresher)	10	7	17
8	Internet Services	11	6	17
9	Indexing & Abstracting Service	2	15	17
10	Bibliographic Service	2	15	17

(Source: Data collection from Users Questionnaire)

The above table (Table 10) respondent’s feedback on the availability of library services in their respective libraries shows respondents feedback on the availability of lending services in respective libraries show all 100% (17) respondents said their respective library offers lending services. It is a good sign.

Respondent’s feedback on the availability of reference services in respective libraries shows all 100% (17) respondents said their respective library offers reference services. It is a good sign.

Respondent’s feedback on the availability of reprographic service in respective libraries shows 52.94% (9) respondents said their respective libraries has reprographic service followed by 47.06% (8) respondent said their respective libraries don’t have reprographic service.

Respondent’s feedback on the availability of Inter-library loan services in respective libraries shows all 100% (17) said their respective libraries don’t have Inter-library loan services.

Respondent’s feedback on the availability of Current Awareness Service (CAS)in respective libraries shows 82.35% (14) respondents said their respective libraries has Current Awareness Service (CAS)followed by 11.76% (3) respondent said their respective libraries don’t have Current Awareness Service (CAS) in their respective libraries.

Respondent’s feedback on the availability of Newspaper Clipping Services in respective libraries shows a large majority 88.24% (15) respondent said their respective libraries has Newspaper Clipping Services followed by 11.76% (2) respondents said their respective libraries don’t have Newspaper Clipping Services.

Respondent’s feedback on availability of Information Literacy Program (Orientation to fresher)in respective libraries show 58.82% (10) respondent said their respective libraries has Information Literacy Program (Orientation to fresher)followed by 41.18% (7) respondent said their respective libraries don’t have Information Literacy Program (Orientation to fresher).

Respondent’s feedback on the availability of Internet Services in respective libraries shows a large majority 64.71% (11) respondent said their respective libraries have Internet Service followed by 35.29% (6) said their respective libraries don’t have internet services in their respective libraries.

Respondent’s feedback on the availability of Indexing & Abstracting Services in respective libraries shows a large majority 88.24% (15) respondent said their respective libraries don’t have Indexing & Abstracting Services followed by 11.76% (2) said their respective libraries have Indexing & Abstracting Services in their respective libraries.

Respondent’s feedback on the availability of Bibliographic Service in respective libraries shows a large majority 88.24% (15) respondent said their respective libraries don’t have Bibliographic Service followed by 11.76% (2) said their respective libraries have Bibliographic Service in their respective libraries.

**Table 11: Satisfaction Level on Library Services**

Respondent Type	Response		Total
	Yes	No	
Faculty Members	183 (33.64%)	0 (0.00%)	183 (33.64%)
Students	325 (59.74%)	36 (6.62%)	361 (66.36%)
Total	508 (93.38%)	36 (6.62%)	544 (100%)

(Source: Data collection from Users Questionnaire)

The above table (Table 11) respondent’s satisfaction level on Library Services shows large majority 93.38% (508) respondents (33.64% (183) respondent type- faculty & 59.74% (325) student respondents) said they are satisfied with Library services. It is a good sign. 6.62% (36) respondents said they are not satisfied with the library services that are offered to users.

**23.5 Status of library professionals**

The library staffs are an important role in the library in procuring the book, journals/magazines, e-resources demanded by the reader with the least time involvement. It also implies that libraries should select book-sellers who can supply the books ordered within a reasonable time. Thus the prompt procurement of books is made at the right time.

**Table 12: Status of Library Professionals**

Location of Library	Designation			Total
	Librarian	Supporting Staff	Library Attendant	
Rural	3	0	2	5
Urban	5	6	3	14
Semi-Urban	5	4	1	10
Total	13	10	6	29

(Source: Data collection from Librarian Questionnaire)

The above table (Table 12) distribution of library staff based on designation shows that the large majority, 13 employees are working as librarians, followed by 10 supporting staff. There are 6 library attendants are working in selected NAAC accredited Government Degree College Libraries affiliated to Kakatiya University, Warangal, Telangana State.

## 24. CONCLUSION

The libraries are nerve centers for the development of nations. Collection Development needs to any kind of academic libraries. The NAAC Accredited Government Degree College Libraries of Telangana State is strengthening in collection development, library services, and appointing the qualified library professionals.

The library collection such as text books, current journals, magazines and very essential e-resources (e-shodhsindhu consortia, e-journals) are facilitating to the college staff members and student community. The benefit of the users, the college library should provide all types of competitive materials for the users.

## 25. SUGGESTIONS

Based on the present study, some of the important suggestions were made:

- There is urgent need to establish a digital library with high bandwidth at least 30-40 computers.
- There is also urgent need to prepare a collection development policy to procure more journals and competitive books like public library and university library policies.
- There is need a “Network” or “College Consortia” among all NAAC Accredited Government Degree College Libraries of Telangana State, which is essential in this digital environment to share library resources and services.
- The librarian should be given time to time training programmes on Information Communication Technology (ICT), which is very essential to provide “e-services” to the clientele.
- Finally, the Ministry of Human Resource Development (MHRD), University Grant Commission (UGC) and other funding agencies should be allocated more funds to all NAAC Accredited Government Degree College Libraries of Telangana State for the development of libraries in newly emerged State of Telangana.

## 26. REFERENCES

- [1] Evans, G.E. (2004). Developing library and information center collections. *Libraries Unlimited*, pp.15-16.
- [2] Ghosh, Suresh Chandra. (2000). *The History of Education in Modern India (1757-1986)*. Emerald Group Publishing Limited. Education under Provincial Autonomy, Vol. 3, No. 3, P. 173.
- [3] Khan, A.M. (2010). Managing collection development and organization in globalizing Indian university libraries. *Collection Building*, 29 (1), pp. 15-21.
- [4] Lal, Payare, (2014). Graduate Student’s Information Seeking Behaviour and their use of Information to support their process of inquiry and scholarly activate: A case study of P.G. Government College Una, Distt. Una (Himachal Pradesh), *IJDLS*, Vol.4, No. 2, pp.46-72.
- [5] Kaur, Rajinder, and Rupesh Gaur. (2017). Collection Development in Academic Libraries with special reference to the digital era, *IJDLS*, Vol.7, No.2, pp.107-114
- [6] Mahapatra. (1993). *Collection Development in Libraries*, Ess Ess Publications, New Delhi, pp. 201-210
- [7] McElroy, A, Rennie. (1984). *College Librarianship (Handbooks in Library Practice)*. The Library Association, London, pp.77-84.
- [8] Naick, B.R.Doraswamy & Mohan, R.(2017).A Survey of Library collection development among the Engineering Colleges Of Karimnagar and Warangal Districts of Telangana State, *IJDLS*, Vol.7, No.2, pp.1-14
- [9] Reddy, Harinath & Chandraiah, I. (2017). *Collection Development in University Libraries*, *IJDLS*, Vol. 7. No. 3, pp.114-126.
- [10] Seetharama.S. (2008). *Selection: Principles, Practices & Tools*, Sage Publications, New Delhi, pp.23-28
- [11] Tucker, J. C., Torrance, M. (2004). Collection development for new librarians: Advice from the trenches. *Library Collections, Acquisitions, and Technical Services*, 28(4), 397-409.
- [12] Wittenbach, Stefanie. (2005). Restructuring collection development for empowerment and accountability. *Collection building*, 24(3), p.83-86.
- [13] <http://www.highereducation.gov.ac.in>
- [14] <http://www.ugc.gov.ac.in>.
- [15] <http://www/naac.gov.ac.in>.
- [16] <http://www.tsche.gov.ac.in>.
- [17] <http://www.cce.gov.ac.in>.
- [18] <http://www.ku.ac.in>.
- [19] <https://www.ifla.org>. “Guidelines for a Collection Development Policy Using the Conspectus Model”, Columbia, accessed on 10<sup>th</sup> September, 2018.