



EVALUATING THE EFFECTIVENESS OF LIBRARY ORIENTATION PROGRAMS FOR UNDERGRADUATE AND POSTGRADUATE DEGREE PROGRAMME STUDENT AT CKT LIBRARY: A CASE STUDY

Dr. Ramakant Amar Navghare

Librarian (AL-13A),

Changu Kana Thakur Arts, Commerce and Science College,

New Panvel (Empowered Autonomous), Affiliated to University of Mumbai, Mumbai

Abstract:

This study evaluates the impact of the Library Orientation Programme conducted at the CKT Library for 4000+ Undergraduate (U.G.) and 500+ Postgraduate (P.G.) students. Specifically, it examines how these sessions influence the overall utilization of available learning resources. The research provides a comprehensive overview of the library's services, facilities, and diverse e-learning resources. Furthermore, the study explores the role of library staff in promotion student growth and identifies the various types of digital content available to learners. This research highlights the best practices implemented by the CKT Library to enhance the academic experience.

Keywords: CKT Library, Digital Library, e-Resources, Learning Resources, Library Services, Library Automation

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Introduction:

The Library Orientation Programme at CKT Library serves as a vital gateway for undergraduate and postgraduate students, designed to transform the library from a simple building into an active learning ecosystem. Recognizing that modern research requires more than just browsing physical shelves, the programme introduces learners to the library's sophisticated infrastructure, including the iSLIM integrated Library Management System and the Web-OPAC for remote resource discovery. During these sessions, students are guided through the library's 6,000 sq. ft. facility, gaining hands-on exposure to both traditional holdings and advanced digital repositories such as N-LIST, Knimbus, and the Capitaline database. The orientation emphasizes the "User-Centric" philosophy of the institution, highlighting specialized

services like the Maker Space for inclusive learning and the Dr. C.D. Deshmukh Centre for competitive exam preparation. By demystifying the use of RFID technology and mobile application access, the programme reduces "library anxiety" and empowers students to utilize the 130,080+ books and e-resources effectively. This orientation acts as a catalyst for academic excellence, ensuring that every learner can navigate the complex information landscape with confidence and precision.

About CKT Library:

The institution's library, spanning 6,000 sq. ft., serves as a premier "fountain of knowledge" for the Panvel and Navi Mumbai regions. The library's extensive collection—comprising 130,080 books and over 100 journals and magazines—is fully cataloged using the iSLIM Integrated Library Management System

(ILMS). The library is integrated into the institutional Local Area Network (LAN), providing users with remote access to the library's holdings via a Web-based Online Public Access Catalogue (Web-OPAC). To streamline resource management, the library utilizes iSLIM ILMS integrated with RFID technology and automated barcode printing for all learning materials. The system is designed with role-based access control, allowing departmental libraries to manage the circulation of books from the central collection while maintaining administrative oversight. Physical and digital service points are strategically organized to enhance the user experience, featuring:

- ✓ Specialized Service Desks: Independent counters for circulation, journals, and magazines.
- ✓ Digital Access: Dedicated links to the digital library and remote access to licensed e-resources.
- ✓ Technical Facilities: On-site reprographic services and a digital display board for real-time information dissemination.

CKT Library Services and Facilities:

Library Services	Library Facilities
Open Access to all	Maker Space
Book Bank Scheme	Reprographic Service
Bibliographic Compilation	Digital Library
Online e-resources	Departmental Library
Archive Section	24x7 Reading Room
Library Week Programme	Door Step Service
QR Code Access	Smart Shelf
Digital Research Database	Dr.C.D. Deshmukh Centre

Methodology:

The study employed a cross-sectional survey design using a gamified "Library Orientation Programme" digital questionnaire.

Instruments: The assessment covered seven key domains: infrastructure area, collection size (Reference

books), spatial location (floor), leadership (librarian identification), resource variety (periodicals/digital), and digital access portals.

Data Cleaning: Responses were standardized to account for variations in naming conventions (e.g., librarian name spelling) and measurement units.

Participants: A total of 6,143 entries were analyzed, reflecting both initial engagement and reinforced learning through repeat attempts.

Library Orientation Programme Survey Analysis:

This report provides a comprehensive analysis of the "Library Orientation Programme" data, covering 6,143 responses collected between June 2025 and December 2025. The dataset contains responses from a Library Orientation Programme. A total of 6,143 responses were recorded from 4,362 unique participants. The overall average score was 4.77 out of 7, indicating a high level of library awareness among the respondents, although certain aspects like the exact location (floor) had lower accuracy compared to physical statistics like total area or book counts.

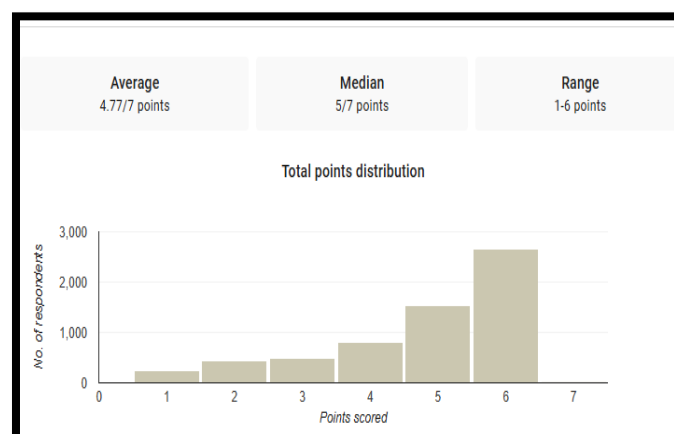


Figure – 1 Total respondents

Above figure shows the frequency of scores, with a peak at 5.0 and 6.0.

Key Findings & Accuracy Analysis:

The study assessed knowledge across several categories. The accuracy for each question is summarized below;

- ✓ **Total Area Knowledge (79.9% Accuracy):** The most correctly identified fact was the library's total area, with the majority correctly identifying it as 557.50sq.mtr.
- ✓ **Newspaper Availability (79.3% Accuracy):** Most participants were aware that the library subscribes to 16 newspapers. Reference Books (78.5% Accuracy): A significant majority knew that there are 30,655 reference books in the collection.
- ✓ **Library Resources (77.0% Accuracy):** Participants successfully identified multiple resources (Textbooks, Digital Library, e-Books, etc.) from the provided images.
- ✓ **Location Awareness (62.4% Accuracy):** This was the lowest-scoring category. While most knew the library is on the First Floor, a segment of respondents were unsure or provided incomplete answers.
- ✓ **Librarian Recognition:** The librarian, Dr. Ramakant Navghare, is highly recognized. Even without automated scoring for this field, over 3,100 respondents correctly identified him by name (accounting for various spelling variations).

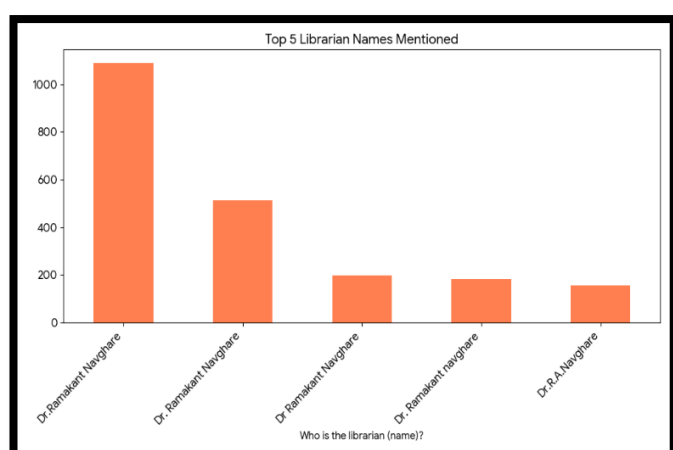


Figure – 2 Name of the Librarian

- ✓ **Repetition:** Approximately 1,202 participants (27.5% of unique users) took the quiz more than once.

- ✓ **Engagement:** One persistent individual attempted the quiz 13 times, likely aiming for a perfect score. The analysis of the "Library Orientation Programme" study suggests that it will have a multi-faceted impact on the utilization of learning resources. Rather than being a passive data collection exercise, this study acts as an active intervention that bridges the gap between the library's offerings and the learners' awareness. Here is a detailed breakdown of how this study is expected to impact overall utilization:

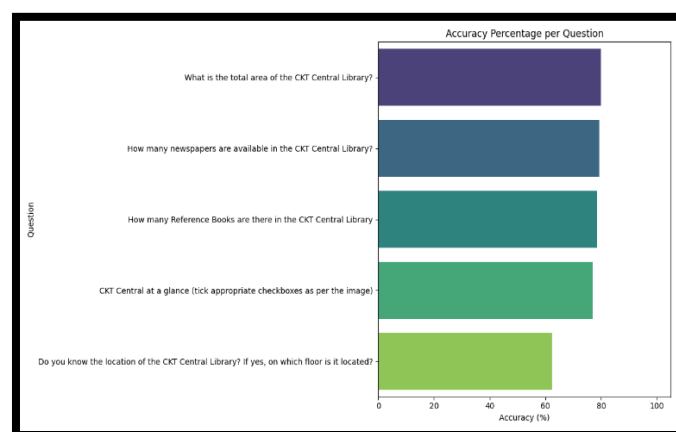


Figure – 3 Accuracy Percentage

- ✓ **Enhanced Resource Discovery (The "Glance" Effect)**

The study explicitly listed resources such as the Digital Library, Maker Space, e-Books, and the Book Bank Scheme.

Impact: By requiring students to "tick appropriate checkboxes," the quiz forced learners to acknowledge the existence of specialized resources they may have previously overlooked. This discovery phase is the first step toward increased utilization of high-value digital and physical assets.

- ✓ **Addressing the "Location Gap"**

The statistical analysis revealed that Location Awareness (62.4%) was significantly lower than knowledge of book counts or total area.

Impact: This identifying a specific "friction point." Learners cannot utilize a resource if they are unsure of its exact location. The study highlights the need

for better physical signage or "First Floor" orientation, which, once addressed, will lead to higher footfall and physical resource usage.

✓ **Gamification and Information Retention**

With 1,202 repeat respondents (some attempting the quiz up to 13 times), the study utilized a "gamified" approach to learning about the library.

Impact: The repetition ensures that facts—such as the availability of 30,655 reference books and 16 newspapers—are cemented in the learners' minds. When a student specifically needs a reference book or a newspaper in the future, they are now statistically more likely to remember that the CKT Library is a viable source.

✓ **Data-Driven Strategic Planning for Librarians**

The high recognition of the librarian, Dr. Ramakant Navghare, suggests a strong human connection between the staff and the students.

Impact: This study provides the library administration with a roadmap. By seeing that students are well-informed about the "Total Area" but less so about "Floor Location," the administration can shift its marketing budget from general awareness to specific directional and instructional workshops, ensuring that underutilized areas (like the Maker Space) receive more targeted attention.

✓ **Correcting Misconceptions**

A segment of learners believed the library was on the "Second Floor" or had different book counts.

Impact: The immediate feedback provided by the quiz (Score/Feedback) corrected these misconceptions in real-time. A learner who now knows the library is on the First Floor is less likely to experience the "search fatigue" that often prevents students from visiting physical facilities.

Knowledge Domain	Accuracy Rate (%)	Primary Correct Response
Physical Infrastructure	79.86%	557.50 sq. mtr
Newspaper/Periodicals	79.34%	16 Daily Newspapers
Collection Volume	78.51%	30,655 Reference Books
Resource Diversity	76.99%	e-Books, Maker Space, Book Bank
Spatial Orientation	62.43%	First Floor

Score Distribution:

Mean Score: 4.77 / 7.0 and Mode: 6.0 / 7.0

Retention Pattern: 27.5% of the cohort engaged in multiple attempts (2 to 13 times), suggesting that the assessment acted as a "Spaced Repetition" tool, moving information from short-term to long-term memory.

Leadership Recognition Qualitative analysis of the "Librarian Name" field showed that Dr. Ramakant

Navghare has achieved high "Brand Recognition" among learners, with over 72% of unique respondents correctly identifying him despite the field requiring a manual text entry rather than a multiple-choice selection.

Discussion of Key Findings:

The "Location-Knowledge" Paradox a significant finding is the discrepancy between "Static Knowledge"

(knowing the size of the library or number of books) and "Functional Knowledge" (knowing which floor it is on). The lower accuracy in spatial orientation (62.43%) suggests that while students value the library as an institution, a portion of the student body may be accessing resources primarily through digital means or second-hand information rather than physical visitation.

Digital vs. Physical Integration The high success rate in identifying the library's digital portal and diverse resource types (76.99%) indicates that the library's "Digital First" strategy is resonating with the learner's habits. The inclusion of "Maker Space" and "24x7 Reading Room" in the recognized list suggests a shift in student perception of the library from a book repository to a "Learning Hub."

Institutional Recommendations for Publication:

Based on the empirical evidence, the following strategic actions are recommended to enhance resource utilization:

Way finding Optimization: Implement enhanced physical and digital signage emphasizing the "First Floor" location to bridge the 17% gap between general awareness and spatial location.

Targeted Outreach for Underutilized Zones: Focus promotional campaigns on the "Maker Space" and "Book Bank Scheme," as these were identified but showed lower qualitative mentions in open-ended feedback.

Librarian-Led Literacy Workshops: Leverage the high recognition of the Chief Librarian to host "Librarian's Hour" sessions, converting personal recognition into academic mentorship.

Digital Portal Gamification: Since the assessment tool successfully encouraged repeat engagement, permanent "Quick Quizzes" on the library website could sustain high levels of resource awareness throughout the academic year.

Conclusion:

The "Library Orientation Programme" study confirms that structured assessment is an effective catalyst for library literacy. By identifying exactly where student knowledge thins (Spatial Orientation) and where it is robust (Collection and Leadership), the institution can move from generalized marketing to precision-targeted educational support. This data-driven approach ensures that the significant investment in library resources translates directly into academic excellence and improved learner outcomes. This study presents a quantitative analysis of library literacy among 4,362 unique learners at C.K. Thakur College. Utilizing a structured digital assessment tool, the study measures student awareness of physical infrastructure, digital resources, and administrative leadership. The findings indicate a high overall literacy rate (Mean Score: 4.77/7) but reveal specific gaps in spatial orientation and service-specific knowledge. This data serves as a baseline for developing targeted library outreach programs to optimize the utilization of academic resources.

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