Curating Quality in Teacher Education: A Cross-Institutional Analysis of Library Collection Development Strategies (CDS) in four (4) B.Ed. Colleges in Kalyani Block.

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Structured Abstract:

Purpose: This study aims to evaluate and compare the library collection development strategies employed by four Bachelor of Education (B.Ed.) colleges in the Kalyani Block. The objective is to understand how these strategies contribute to the quality of teacher education by assessing the adequacy, relevance, and accessibility of library resources.

Design / Methodology / Approach: A qualitative research approach was adopted, involving case studies of four B.Ed. colleges in the Kalyani Block. Data were collected through structured interviews with librarians and faculty members, analysis of library records, and observation of library facilities. The study focused on aspects such as collection size, diversity of resources, acquisition policies, digital resource integration, and user services.

Findings: The analysis revealed significant variations in collection development practices among the institutions in Kalyani Block. Some colleges demonstrated proactive strategies, including regular updates to their collections, integration of digital resources, and user-centric services. Others faced challenges such as limited budgets, inadequate staffing, and a lack of strategic planning, leading to outdated or insufficient resources. The study highlights the correlation between effective collection development practices and the enhancement of teacher education quality.

Originality / Value: The study try to shows effective library collection development is crucial in supporting high-quality teacher education. Institutions that prioritize strategic planning, resource diversification and user engagement in their library services tend to offer better support for teacher trainees. Addressing the identified challenges through policy reforms and increased investment can lead to significant improvements in the educational outcomes of B.Ed. programs. The study is limited to four B.Ed. colleges within a specific geographic area, which may not represent the broader context of teacher education institutions. Additionally, the reliance on qualitative data may introduce subjectivity, and the findings may not be replicability without further quantitative analysis.

Paper Type: Survey-Based Research.

Keywords: B.Ed. college libraries, Library collection development, Collection development strategies, Resource accessibility, Acquisition policy, Collection evaluation, Budget constraints in libraries.

Introduction:

A library's essence depends on its collection, which needs constant nurturing and expansion to remain significant and purposeful to patrons. Financial constraints inescapably stress the need for a robust collection development policy, although the eventual objective should be an improvement of library service rather than any streamlining library budgets. The printed collection development policy promotes a reliable and balanced expansion of library resources, and a vibrant policy evolves as the organisation growth. A well strategic regulation is grounded in a clear understanding of the community's needs and is designed to articulate and constrain the institution's mission and objectives in serving that society.

In the landscape of teacher education, the library serves as a pivotal resource center that supports academic excellence, professional preparation, and lifelong learning. For Bachelor of Education (B.Ed.) colleges, the quality and relevance of the library collection directly influence the effectiveness of teaching-learning processes and curriculum delivery. A well-defined and strategically implemented Collection Development Strategies (CDS) ensures that the library's holdings align with institutional goals, evolving curricular needs, and user expectations.

However, despite its significance, collection development practices often vary widely across institutions due to differences in funding, administrative priorities, user demographics, and awareness of best practices. This inconsistency can lead to gaps in resources, duplication, or underutilization of materials, especially in teacher training institutions where diverse instructional and practicum-related resources are essential.

This paper undertakes a comparative study of the collection development policies of four B.Ed. colleges situated in the Kalyani Block of West Bengal. By analyzing policy frameworks, selection criteria, budgeting patterns, stakeholder involvement, and resource evaluation mechanisms, the study aims to uncover similarities, differences, and areas for improvement. The findings are expected to inform best practices and offer insights for developing a more unified and effective approach to collection development in B.Ed. institutions.

The collection development report is not a substitute for books selection procedure or financial uncertainties but also ever greater emphasis must be laid on collection management. Intuition and educated attitude no longer be adequate as modes of operation. More diverse and sophisticated executive tools are required in order to predict and deal with library needs.

This article surveys modern trends in collection development procedure in the academic library especially in B.Ed. colleges.

Review of significant literature:

A large number of studies have been undertaken on many aspects related to collection assessment in higher education institutional libraries over the planet. A Collection Development Policy (CDP) is an introductory manuscript that guides the acquisition, evaluation, and management of library resources to meet the academic and informational needs of an institution. The formulation and implementation of such a policy is particularly crucial in teacher education institutions like B.Ed. colleges, where library resources directly support pedagogy, field training, and curriculum development. These include evaluation of resources, collection development practices and policies, financial support, challenges, end users' need, and prospect from the library. However, there is not much literature and research work done regarding collection evaluation in institution of higher education libraries in developing countries.

1. *Concept & Importance of Collection Development*

According to Evans and Saponaro (2012), collection development encompasses all activities involved in building and maintaining a library's resources, including selection, acquisition, evaluation, and weeding. A sound policy ensures that collection efforts are coherent, cost-effective, and responsive to user needs.

In the context of teacher education, Singh (2010), notes that B.Ed. college libraries must provide diverse and up-to-date materials on educational theories, teaching methodologies, child psychology, and inclusive education to meet both academic and practicum demands.

2. *Need for a Formal Collection Development Policy*

Patel (2014), emphasizes that many academic libraries, especially in developing regions, operate without formal policies, leading to capricious selection and resource gaps. A structured CDS provides a roadmap for resource planning, budgeting, and aligning acquisitions with curriculum goals.

In B.Ed. institutions, Das and Roy (2016), found that the presence of a formal CDS significantly improved user satisfaction, resource relevance, and budget utilization. The lack of such a policy often results in outdated, duplicated, or underutilized materials.

3. *Comparative Studies on CDS Practices*

Several comparative studies have shed light on institutional variations in collection development. For example, Rani and Kumar (2015), conducted a comparative analysis of CDPs in teacher training colleges in Andhra Pradesh and found discrepancies in selection criteria, user involvement, and budget transparency. Similarly, Tripathi (2018), observed that while some colleges adopted user-centric approaches, others relied solely on faculty recommendations, leading to imbalanced collections.

4. *Challenges in Collection Development*

Literature highlights various challenges in implementing effective CDPs in Indian B.Ed. colleges: limited funding (Sharma, 2011), lack of trained library staff (Mukherjee, 2013), outdated acquisition practices, and insufficient stakeholder involvement. These issues are often more acute in semi-urban areas like Kalyani Block, where infrastructure and policy awareness are inconsistent across institutions.

5. *Digital Resources and Emerging Trends*

With the shift toward digitization, libraries are increasingly integrating e-resources into their collections. According to Bhattacharya (2020), hybrid collection policies that include both print and digital resources are becoming essential for modern B.Ed. libraries. Yet, the adoption of such policies remains uneven due to infrastructural and budgetary constraints.

6. *Major issue concerning collection development*

Horava (2009), in his article elucidated some of chief issue regarding collection development in academic libraries in electronic atmosphere. The present study finished with information for incorporating shift from manual collection to sustainable and future-oriented strategy to collection management. In case of Electronic Resource Development, Jalal (2009), conducted a case study done on Osmania University, Hyderabad. The literature highlighted the current situation of digitalization in the libraries of this university as well as digital collection development in order to reflect the present trends of collection. The study concludes that Osmania University Central Library has demonstrated a strong commitment to digital collection development initiating document digitization under the Digital Library of India Project and giving access to e-resources to its patrons. Therefore, the users of the university are familiarized to use more and more e-resources in digital environment.

7. *Requirement of creation of resource development in electronic atmosphere*

Similarly, Shrivastava (2009), emphasized on his article to the need of acquire collection development in the digital environment due to bulk accessibility of e-resources. The present study also emphasized Intellectual property right (IPR act) issue and challenges concerning building of library collection expansion.

8. *Importance of digital collection development for users*

Jones (2007), emphasized over the significance of digital resource development for patrons. In the present article author categorizes electronic resources into four areas: equipment to support pupils; learning and teaching equipment to support researchers and special collection of resources.

10. *Administrative and realistic issues pertaining to development of resources*

Where in the article of Ameen, Kanwal (2006), discussed all kinds of administrative and convenient issues about collection development and its acquisitions. The paper has attempted to discover the connection among the patron of altering collection-related terminologies and ever promising forms of scholarly publishing in libraries. It was found that the related

emerging vocabulary has been expanding rapidly because of the direct impact of the e-resources enrichment.

Gandhi (2001), in his article discovered the library collection of the six universities in Karnataka for more than a decade and found that cost of books and journals were increasing in tremendous ways. He observed that collection development in university libraries is the most important activity and that problems faced by the librarians are inadequate budget, escalation of prices of information resources, and lack of involvement of the academic community.

The literature reviewed underscores the critical role of collection development policies (CDPs) in shaping effective academic institution libraries, particularly in B.Ed. colleges. While frameworks and best practices are well documented, the implementation and uniformity of CDPs vary significantly across institutions. This gap necessitates comparative regional studies such as the present one focused on Kalyani Block to identify strengths, weaknesses, and avenues for improvement in policy adoption and execution.

1. Collection Development Policy:

Collection development of any library is a pivotal and methodical operation that ensures libraries procure, assemble, and preserve a diverse and relevant collection of resources to meet the enlightening, scholarly, and diversionary needs of their patrons. This method provides a structured, supervised approach to developing a balanced and diverse collection of resources like printed books & journals, different electronic media & databases, and also valuable electronic resources.

Collection development lies a powerful alignment with every resource acquired is intentionally connected to the library's mission and goals, whether it serves primary and higher learning academic institution, community, or specialized patrons. The primary goal of compilation of library's resources with the needs of its patrons while supporting the institution's mission and visions. This approach hinges on gaining deep insight into patrons demographics, monitoring emerging trends, and intentionally acquiring resources that encompass diverse perspectives, promote intellectual enrichment, and support both research endeavours and learning goals. It systematic evaluation and weeding out of materials that are obsolete, damaged, or non-relevant which ensuring the library's collection remains current and aligned with the emerging needs of its patrons. Through carefully balancing collection growth with thoughtful enrichment, the library not only enhances its utility but also ensures that space, financial resources, and technology are used in the most efficient and impactful manner.

This approach centers on understanding user preferences and needs, identifying gaps in the existing resources, and acquiring equipments that reflect emerging technologies, academic trends, and societal developments.

1.1 Objectives of the Collection development of resources:

a. Support the curriculum, pedagogy, and research of B.Ed. programs.
b. Provide resources for teacher education, classroom management, educational psychology, and subject-specific methodologies.
c. Facilitate professional development for future educators.

1.2 Key aspects of library collection development comprise:

1.2.1 **Assessment of User Needs:** The process begins with identifying the informational and curricular requirements of students, faculty, and teacher trainees. This involves reviewing syllabi, consulting faculty, analyzing usage patterns, and taking feedback to understand gaps in existing resources.

1.2.2 **Policy Creation:** To incorporate guidelines for guidelines for selecting library resources and also weeding out process. A formal Collection Development Policy (CDP) provides direction for the selection, acquisition, and maintenance of library materials. It defines subject priorities, formats to be collected (print, digital, audio-visual), language preferences, and criteria for inclusion and exclusion.

1.2.3 **Material Selection:** To electing resources that are relevant, convincing, and appropriate for the library's spectators. Selection is typically done based on recommendations from faculty, reviews in professional journals, publisher catalogues, and user suggestions. B.Ed. libraries often prioritize materials related to pedagogy, psychology, educational technology, curriculum studies, and inclusive education.

1.2.4 **Budget Management:** To assigning funds effectively to acquire high-priority resources of the patrons. Availability of fund plays a crucial role in the acquisition process. The study finds that fund allocation varies among the four colleges, affecting the volume and diversity of resources acquired. Some institutions rely more heavily on government grants, while others use college-level discretionary funds.

1.2.5 **Resource Evaluation:** To conduct routine reviews of the resources to sustain its relevance, preserve high Attributes, and ensure it aligns with the evolving needs of patrons. Once materials are acquired, they are processed (cataloguing, classification, labelling) to make them accessible. A consistent classification system (such as DDC) and use of OPAC (Online Public Access Catalogue) ensures systematic access and retrieval.

1.2.6 **Weeding Out Process:** To remove obsolete, ruin, or dormant materials to maintain a dynamic and useful compilation. Evaluation process will be conducted periodically to assess the relevance, usage, and physical condition of materials. Outdated or damaged items are weeded out to maintain the currency and quality of the collection. Some colleges have more robust evaluation mechanisms than others.

Library collection development procedure is a perpetual process that accommodates to technological advancement, shifts in customer demands, and changes within a comprehensive information environment, ensuring the library relics a crucial knowledge hub in its alliance.

In conclusion, it is said that the Collection Development Strategies (CDS) is a vital procedure to the effectiveness of library services in B.Ed. colleges. This comparative study reveals both

common practices and significant disparities in how the process is planned and executed across institutions in the Kalyani Block. A more collaborative, standardized, and policy-driven approach is recommended to ensure balanced and need-based collection growth across all institutions.

2. **Comparative Study of Collection Development Policies among the sample colleges**:

To make a comparative study of collection development policies across four B.Ed. colleges in the Kalyani block, the following factors could be analyzed:

2.1 Institutional Profile:
   a) Size and academic offerings of the college.
   b) Faculty expertise and specialization.
   c) Budget and Resource Allocation:
   d) How much funding is dedicated to library resources?
   e) Differences in resource allocation between print and digital materials.

2.2 Selection and Acquisition Practices:

- Whether the colleges rely more on faculty recommendations, students' needs, or external guidelines for resource selection.
- How each college assesses the needs of its students and faculty before purchasing materials?

2.3 Types of Materials Collected:

- Compare the range and variety of resources, including textbooks, reference books, professional journals, digital resources, and e-learning materials.
- Assessment of special collections (e.g., resources for inclusive education or rural education).

2.4 Collaboration and Networking:

   a. How the colleges collaborate with other institutions or networks for resource sharing.
   b. Participation in digital library consortia or educational resource sharing initiatives.

2.5 Library Facilities and Infrastructure:

- Differences in library space, reading rooms, online access, and digital infrastructure.
- Availability of resources like internet access, computers, or multimedia tools.

2.6 Evaluation and Assessment:

   a. How does each college evaluate the effectiveness of its collection?
   b. Feedback mechanisms from students and faculty about resource adequacy and accessibility.

2.7 Challenges Faced:

      a. Budget constraints, issues with keeping up with the latest educational trends, or technological limitations.

      b. Efforts taken by colleges to overcome these challenges.

3. Methodology:

The present study adopts a descriptive and comparative research design to inspect and analyze the collection development policies (CDP) of four B.Ed. colleges located in the Kalyani Block affiliated with Baba Saheb Ambedkar Education University, West Bengal. The survey aimed to determine the nature of the collections, procedures and policies followed to develop collections, nature and composition of e-resources, budget allocations forthem, their selection, access, evaluation and withdrawal procedures and policies and the type of collaborative activities they are involved. The methodology is design to secure both qualitative and quantitative aspects of collection development exercise over the selected institutions.

4. Research Design & Strategy

      a. This research adopts a comparative case study approach to understand similarities and differences in policy frameworks and implementation among the sample colleges.

      b. The descriptive method is used to present factual details regarding the processes, challenges, and strengths of collection development in each institution.

5. Research Aims and Objectives:

The following objectives were pursued to ensure a comprehensive evaluation of resources, policies, and user alignment on collection development process in selected four (4) B.Ed. colleges' libraries in Kalyani Block, affiliated Baba Saheb Ambedkar Education University, West Bengal, India.

      a. To know the facts concerning the collection of resources in the selected B.Ed. College's libraries under the Baba Saheb Ambedkar Education University, West Bengal, India, and also to assess the allocation of funds for library resources.

      b. To analyze and scrutinize the collection development policies in the selected B.Ed. college libraries under Baba Saheb Ambedkar Education University, West Bengal, India.

      c. To investigate and evaluate the document selection criteria and acquisition process of the sample library.

      d. To rendering the present status of printed ad non-print document and also e-resources in the sample libraries.

      e. To measure how funds are allocated between print and electronic resources in the B.Ed. college libraries, and to evaluate the influence of monetary factors on fund allocation.

      f. To study library professionals' perceptions regarding various aspects of collection development activities.

6. Sample and Sampling Technique:

    a.   Sample Size: 4 B.Ed. colleges.

    b.   Sampling Method: A Purposive sampling technique was used to select institutions that offer a full-time B.Ed. course and maintain an operational library.

    c.   Key informants included librarians, faculty members, and administrative staff.

7. Data Collection Technique:

The study engaged with both primary and secondary data collection procedure:

7.1 Primary Data:

7.1.1 Structured interviews with librarians and library staff to gather data on policy practices, acquisition strategies, and budgeting.

7.1.2   Questionnaires were administered to selected faculty members and students to understand user involvement and satisfaction.

7.1.3   On-site observation of library infrastructure, collection organization, and access mechanisms.

7.2   Secondary Data:

7.2.1   Review of existing collection development policies, library records, acquisition registers, and institutional reports.

7.2.2   Relevant literature and policy documents from NCTE, UGC, and university handbooks were also consulted.

8. Data Analysis:

8.1 Data were organized college-wise and analyzed comparatively to identify common trends and variations.

8.2 Qualitative data from interviews were thematically analyzed.

8.3 Quantitative data (e.g., budget allocation, number of books acquired annually) were tabulated and presented using charts and tables for clarity.

9. Limitations of the Study:

While the present study aims to provide a meaningful comparative analysis of the collection development policies in four B.Ed. colleges in the Kalyani Block, several limitations must be acknowledged:

9.1 Limited Geographical Scope:
    The study is limited to a small number of institutions, i.e., four B.Ed. colleges within the Kalyani Block, which may not represent the practices of institutions in other blocks or regions of West Bengal or India. Therefore, the findings may have limited transferability.

9.2 Sample Size Constraint:

Only four institutions were selected for this comparative study due to time, resource, and accessibility constraints. A larger sample could have provided a broader and more statistically significant understanding of prevailing practices.

9.3 Dependence on Self-Reported Data:
Much of the data was collected through interviews, questionnaires, and institutional documents provided by the colleges. These sources may reflect self-reported practices that do not always align with ground realities.

9.4 Lack of Access to Full Policy Documents:
In some cases, sample institutions either did not have a formally documented collection development policy or were unwilling to provide access to complete internal policy documents, which have been restricted in some colleges. This may have led to partial or inferred analysis based on available information.

9.5 Variability in Record Keeping:
Differences in how each college maintained records of acquisition, evaluation, and usage made it difficult to compare certain quantitative data uniformly across all institutions.

9.6 Dynamic Nature of Library Practices:
Library policies and practices are continuously evolving, especially with the integration of digital resources. The study captures a snapshot in time and may not fully account for recent or upcoming changes in policy or practice.

9.7 Exclusion of User Perspective:
While the study focuses on institutional policy and librarian input, it does not extensively incorporate user satisfaction or feedback from students and faculty, which is an important dimension of policy effectiveness. The scope does not include direct feedback from a large number of users.

Despite these limitations, the study offers valuable insights into the diversity and commonalities in collection development approaches among the selected B.Ed. colleges. Recognizing these constraints helps contextualize the findings and lays the groundwork for broader, future studies.

10. Analysis of Survey Data:

Table: 1: Institutional Profile among the Sample Colleges:

Sl. No.	College Name	Institution Type	No. of Students (B.Ed.)	No. of Faculty	Accredited (Yes/No)	Accrediting Body/Guideline
1	JRSET College of Education	Private	100	17	YES	NCTE
2	Shimurali Sachinandan College of Education	Govt. aided	100	17	YES	NCTE
3	Suniti Educational Trust B.Ed. & D.El.Ed College	Private	100	26	YES	NCTE
4	Vidyasagar B.Ed. College	Private	100	18	YES	NCTE

Fig. 1 — Faculty Count per College

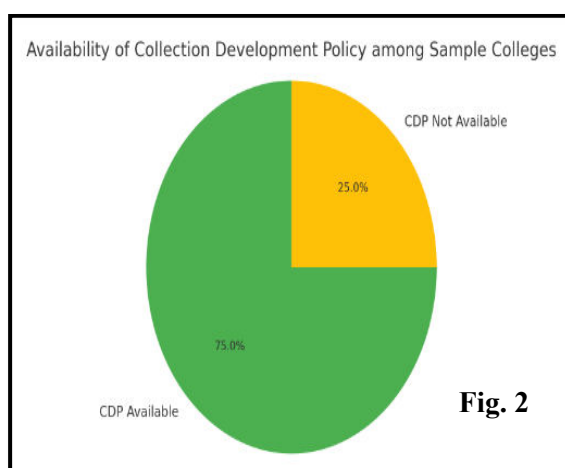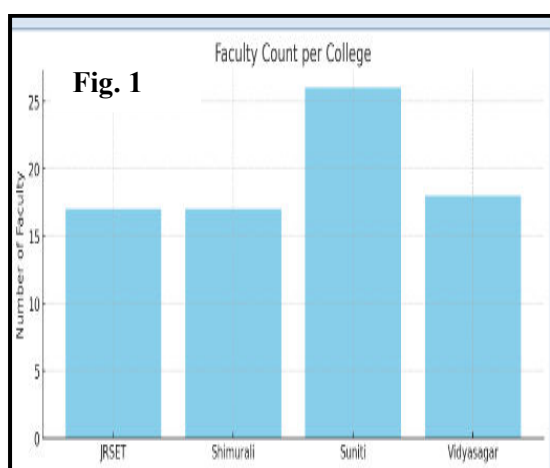Fig. 2 — Availability of Collection Development Policy among Sample Colleges

Table 1: Institutional Profile among the Sample Colleges-

- Observation: Description
- College Type: 3 out of 4 colleges are private; only 1 is government-aided.
- Student & Faculty Strength: All colleges have 100 students. Faculty numbers range from 17 to 26.
- Accreditation: All colleges are accredited by NCTE.
- Inference: The institutions maintain a similar academic size and accreditation standard, which enables a fair comparative study on collection development practices.

The comparative analysis of four B.Ed. colleges in Kalyani Block begins with a review of their **institutional profiles**. It was observed that three of the colleges are privately managed while one (Shimurali Sachinandan College of Education) is government-aided. Despite institutional differences, all four colleges maintain equal student strength of 100 in their B.Ed. programs, with faculty numbers ranging from 17 to 26. Each institution is accredited by the National Council for Teacher Education (NCTE), suggesting a standardized baseline for academic and infrastructural quality.

Table2: Types of resources available among sample college libraries

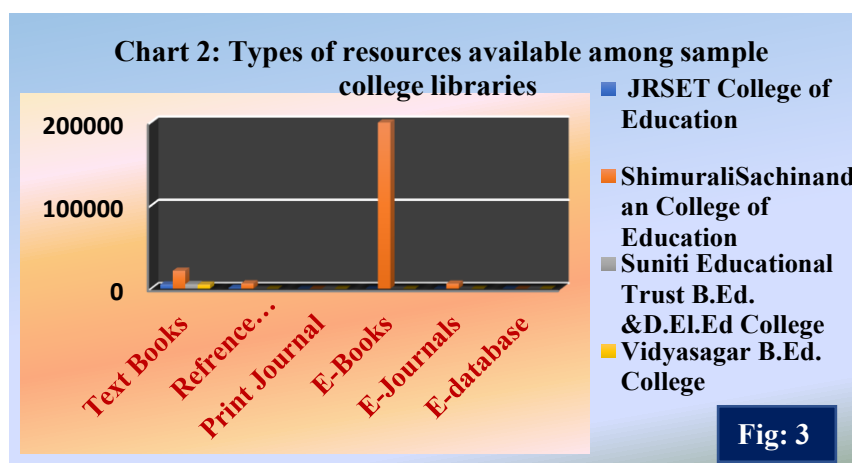| Name of the Colleges	Text Books	Reference` Books	Print Journal	E-Books	E-Journals	E-database
JRSET College of Education	5203	1052	10	0	0	0
Shimurali Sachinandan College of Education	21530	6459	28	199536	6150	1
Suniti Educational Trust B.Ed. &D.El.Ed College	5553	115	25	0	0	0
Vidyasagar B.Ed. College	5034	61	23	0	0	0

Table 2 presents a comparative view of both physical and digital library resources across four B.Ed. colleges. The resources include textbooks, reference books, print journals, e-books, e-journals, and e-databases—all of which are vital for supporting teacher education and academic development. Where Shimurali Sachinandan College of Education has clearly stands out with the richest collection of both print and digital resources.It has massive digital repository: 199,536 e-books, 6,150 e-journals, and access to an e-database and also Largest physical collections: 21,530 textbooks and 6,459 reference books, with 28 print journals. But whereas other colleges has no access to digital resources (e-books, e-journals, e-databases), which limits remote learning opportunities and access to updated information.

Table: 3 Availability of resources in the sample libraries:

Fig. 4
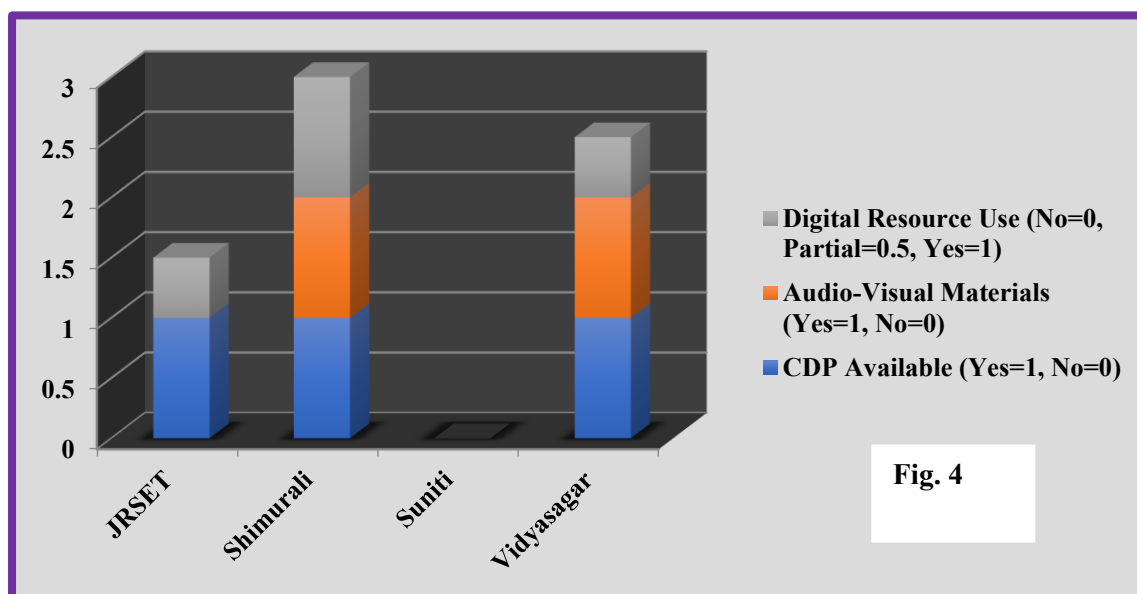
| College Name	Collection Dev. Policy (Yes/No)	Types of Resources Available	Funding Source	Frequency of New Resources	Digital Resource Use (Yes/No/Partial)
JRSET College of Education	Yes	Text Book, Reference Book, Journals, E-books	College Budget , Donation	As needed	Partial
Shimurali Sachinandan College of Education	Yes	Text Book, Reference Book, Journals, E-books, Audio-Visual Materials, Educational Software	Govt.Grant, College Budget, Donation, Private Contribution, RUSA 2.0 Fund	As needed	Yes
Suniti Educational Trust B.Ed. & D.El.Ed College	No	Text Book, Reference Book, Journals, E-books	College Budget	As needed	No
Vidyasagar B.Ed. College	Yes	Text Book, Reference Book, Journals, E-books, Audio-Visual Materials	College Budget	Annually	Partial
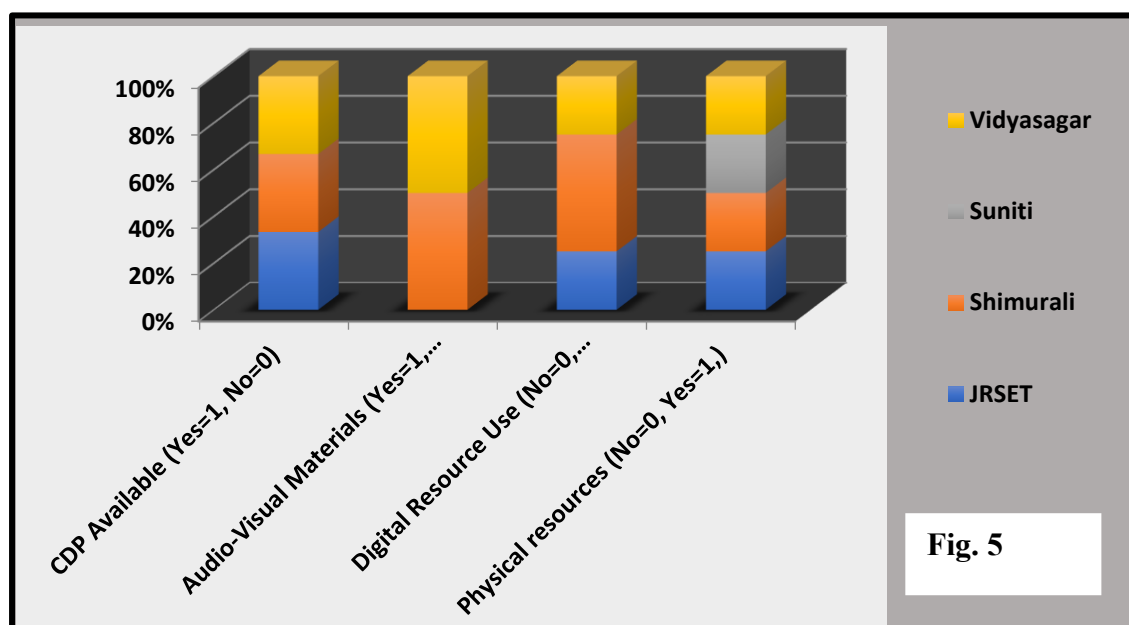
Fig. 5

Table 3: Availability of Resources in the Sample Libraries-

- *Observation:* Description
- *Collection Development Policy (CDP):* 3 colleges have a formal CDP; 1 college (Suniti) does not.
- *Resource Types* : All have basic resources (textbooks, reference books, journals, e-books); only two have audio-visual materials and educational software.
- *Funding Sources:* Shimurali shows the most diversified funding (Govt., RUSA, donation, private); others rely mostly on college budgets.
- *Digital Resource Use:* Only Shimurali reports full digital resource use; others report partial or no use.
- *Inference:* Resource availability and digital integration vary significantly, indicating unequal resource development strategies among the colleges.

In terms of resource availability, three colleges have a formal collection development policy in place, whereas Suniti Educational Trust B.Ed. College lacks one. All libraries provide basic academic resources such as textbooks, reference books, journals, and e-books. However, the inclusion of advanced resources such as audio-visual materials and educational software is limited to two institutions—Shimurali and Vidyasagar. Funding sources vary: while Shimurali benefits from a diversified financial base including government grants, RUSA 2.0 funds, and private donations, others largely depend on college budgets. Digital resource usage is fully implemented only in Shimurali; other colleges report either partial or no integration of digital content, revealing disparities in technological adaptation.

Table 4: Resources selection and acquisition procedure of sample colleges:

College Name	Responsible Parties for Selection	Methods to Determine Need	Acquisition Challenges	Review Frequency
JRSET College of Education	Library staff, Faculty Members	Faculty recommendation, Curriculum requirements	Limited availability of relevant resources	On demand, Whenever needed
Shimurali Sachinandan College of Education	Library staff, Faculty Members, Students, library Committee	Faculty recommendations, Student feedback, Curriculum requirements, Regular review by library staff, External trends or developments in education	Budget Constraints	Annually
Suniti Educational Trust B.Ed. & D.El.Ed College	Library staff, Faculty Members	Faculty recommendations, Student feedback, Curriculum requirements,	Budget Constraints	Annually, On demand (whenever needed)
Vidyasagar B.Ed. College	Library staff, Faculty Members, Students	Faculty recommendations, Student feedback, Curriculum requirements, Regular review by library staff, External trends or developments in education	Budget Constraints, Limited Availability of Relevant Resources, Long Procurement Process	After each academic session, On demand (whenever needed)
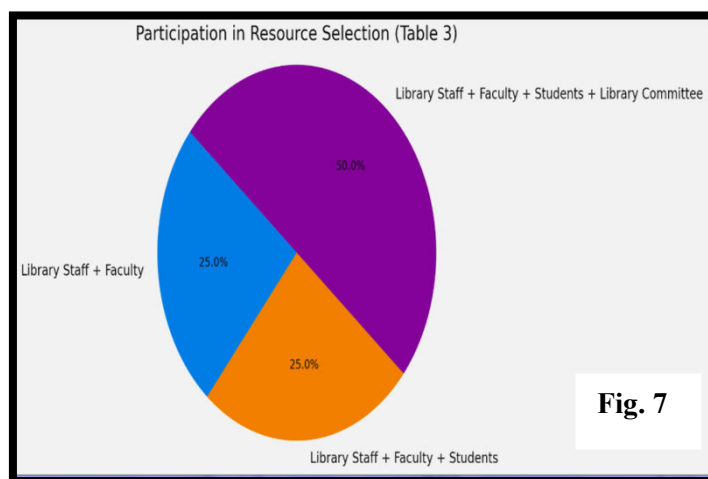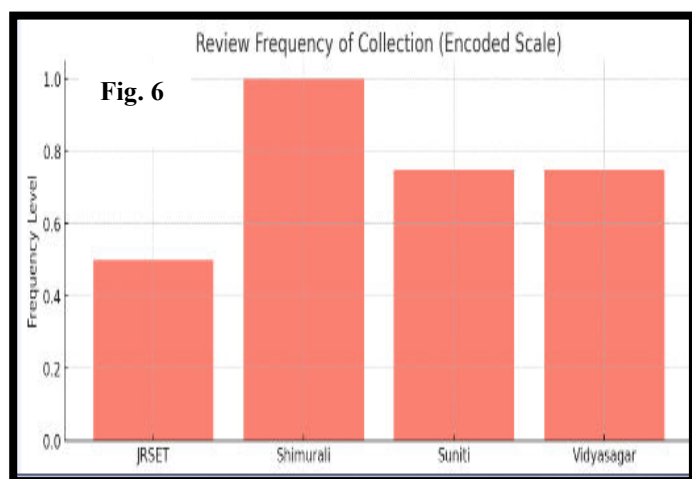
Here is the pie chart representing participation in resource selection among the four B.Ed. colleges (based on Table 3):

i. 50% involve Library Staff, Faculty, Students, and a Library Committee.
ii. 25% involve Library Staff, Faculty, and Students.
iii. 25% involve only Library Staff and Faculty.

Table 3: Resources Selection and Acquisition Procedure-

- *Observation:* Description
- *Responsible Parties:* All involve faculty and library staff; Shimurali and Vidyasagar also include students and a library committee.
- *Selection Methods:* Common across all: based on curriculum and faculty recommendations. Only Shimurali and Vidyasagar use external trends and feedback systematically.
- *Challenges:* Budget constraints are common. Vidyasagar faces the most challenges, including procurement delays and limited availability.
- *Review Frequency Varies:* from "on-demand" to "annually" or "after academic session."
- *Inference:* Institutional involvement in selection and frequency of review greatly impacts resource quality and responsiveness to needs.

The resource selection and acquisition procedures reflect varying degrees of inclusiveness and responsiveness. All colleges involve library staff and faculty in the selection process, but only Shimurali and Vidyasagar engage students and library committees. While faculty recommendations and curriculum needs dominate the selection criteria, Shimurali and Vidyasagar further consider external educational trends and regular reviews. Budget constraints are the most commonly cited challenge, along with issues such as limited availability of relevant materials and delayed procurement. Review frequencies vary, with some institutions evaluating needs annually, while others operate on an as-needed basis.

Table: 5: Utilization of resources by the patron among the sample colleges:

College Name	Accessibility to Students	Digital Access Type	Student Usage	Training Programs Provided (Yes/No/Occasionally)
JRSET College of Education	Excellent (Students have easy access to all resources)	On-campus only	Yes, Regularly	Yes
Shimurali Sachinandan College of Education	Excellent (Students have easy access to all resources)	Through a dedicated portal/library website	Yes, Regularly	Yes
Suniti Educational Trust B.Ed. & D.El.Ed College	Excellent (Students have easy access to all resources)	Through a dedicated portal/library website	Yes, Regularly	Yes
Vidyasagar B.Ed. College	Excellent (Students have easy access to all resources)	Through a dedicated portal/library website	Yes, Regularly	Yes

Table 5: Utilization of Resources by Patrons-

- *Observation:* Description
- *Accessibility:* All colleges report excellent access for students.
- *Digital Access:* JRSET offers on-campus-only digital access; others provide access through a dedicated portal.
- *Student Usage:* All colleges report regular usage.
- *Training Programs:* All colleges conduct training programs to orient students in library usage.
- *Inference:* Despite differences in resource type and digital policy, usage remains high across all institutions, suggesting strong student engagement with library services.

The resource selection and acquisition procedures reflect varying degrees of inclusiveness and responsiveness. All colleges involve library staff and faculty in the selection process, but only Shimurali and Vidyasagar engage students and library committees. While faculty recommendations and curriculum needs dominate the selection criteria, Shimurali and Vidyasagar further consider external educational trends and regular reviews. Budget constraints are the most commonly cited challenge, along with issues such as limited availability of relevant materials and delayed procurement. Review frequencies vary, with some institutions evaluating needs annually, while others operate on an as-needed basis.

When examining resource utilization, all colleges report excellent student access to library materials. Digital access, however, differs—JRSET offers on-campus-only access, while the other three provide access through dedicated library portals. Student engagement is reportedly high across all institutions, and each college provides regular training or orientation sessions to promote effective library use, highlighting a strong commitment to user support despite infrastructural disparities.

Table: 6: Improvement and evolution procedure and challenges faced by the sample colleges in collection development:

College Name	Evaluation Methods Used	Major Challenges in Collection Development	Suggestions for Improvement	Additional Comments
JRSET College of Education	Usage statistics of resources	Insufficient Budget, Faculty and Student Feedback is not considered, Lack of Trained Library Staff, Access to Digital Resources, Space Constraints for Physical Resources	1. More use of digital technology and resources, 2. Invest in wider range for E-books, Online database for the library.	Each academic session 1 or 2 library orientation programmee should be organized for the students and faculty members.

Shimurali Sachinandan College of Education	Feedback from students and faculty, Usage statistics of resources, Academic performance of students, Periodic reviews by the library committee, External audits or reviews	Space Constraints for Physical Resources	1. Emphasis on both printed and digital resources, 2. Develop infrastructure to adopt Cutting-edge technology.	No Recommendation
Suniti Educational Trust B.Ed. & D.El.Ed College	Feedback from students and faculty, Academic performance of students, Periodic reviews by the library committee	Insufficient Budget, Rapid Technological Changes	Not responded	Not responded
Vidyasagar B.Ed. College	Feedback from students and faculty, Usage statistics of resources, Academic performance of students, Periodic reviews by the library committee	No major challenges faced by libraray in terms of collection development	1. Need students - Librarian Interaction, 2. Need suggestion box in library, 3. Always updated about new valuable book arrival.	Not responded

Table 6: Improvement, Evaluation, and Challenges-

- *Observation*: Description
- *Evaluation Methods*: All colleges employ feedback, usage stats, and academic performance metrics. Shimurali also uses audits.
- *Major Challenges Common:* Insufficient budget and space constraints. JRSET additionally notes lack of staff and digital access. Vidyasagar reports no major issues.
- *Suggestions for Improvement*: Suggestions include investing in digital tech, wider e-book adoption, improving infrastructure, student-librarian interaction, and installing suggestion boxes.
- *Inference:* Institutions recognize challenges and propose specific improvements, though implementation and response vary. Shimurali appears most proactive in structured evaluation.

Summary Insight:

a) Consistency in student accessibility and usage is a strength across all colleges.
b) Variability exists in digital resource use, policy formulation, and budget sourcing.
c) Shimurali stands out with the most comprehensive policy structure and evaluation mechanism.
d) Suniti lacks a CDP and lags in digital integration and structured improvement processes.

From the above data it is shows the final dimension, evaluation and improvement in collection development, shows variation in depth and approach among the sample colleges. All institutions utilize feedback from students and faculty, usage statistics, and academic performance to assess the effectiveness of their collections. Shimurali further conducts periodic reviews and external audits, indicating a robust evaluation mechanism. Major challenges reported include budget limitations, lack of trained staff, technological gaps, and space constraints—particularly in JRSET and Suniti. Conversely, Vidyasagar reports minimal difficulties in this area. Recommendations for improvement include greater investment in digital technologies, establishing feedback mechanisms such as suggestion boxes, fostering librarian-student interaction, and expanding access to online databases and e-books.

Conclusion:

In conclusion, while all four B.Ed. colleges demonstrate a commitment to supporting their academic communities through well-used libraries, but there is considerable variation in terms of policy development, digital integration, stakeholder involvement, and strategic planning. Shimurali Sachinandan College of Education emerges as the most structured and resource-diverse institution, while Suniti Educational Trust B.Ed. College appears to lag due to the absence of a formal collection development policy and weaker digital infrastructure. These findings underscore the need for collaborative efforts, policy standardization, and greater investment in digital and physical library resources across teacher education institutions in the region.

Potential Findings and Recommendations:

i. It is recognizing best practices from colleges that have an advanced collection development strategy.

ii. It is to be suggested for improvements in resource allocation, particularly in terms of digitalization or specialized content for future educators.

iii. The study could help to make recommendations for cooperation among colleges to pool resources, particularly in rural or resource-constrained settings.

iv. This study could offer valuable insights into the strengths and weaknesses of library management in teacher education institutions and will help to guide future improvements in the region.

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