

AWARENESS AND USE OF ONLINE PUBLIC ACCESS CATALOGUE SERVICES AMONG THE STUDENTS OF DEPARTMENT OF ENGLISH, MATHEMATICS AND COMMERCE OF KURUKSHETRA UNIVERSITY, KURUKSHETRA, HARYANA: INDIA

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Abstract

The main objective of the paper ascertain the utilization of Online Public Access Catalogue (OPAC) by the students, searching patterns and purpose of using OPAC and find out the problems when they use OPAC of Jawharlal Nehru Library Kurukshetra University, Kurukshetra India. The study adopted descriptive survey research design. Questionnaires were distributed to the 680 students of the Departments of English, Mathematics and Commerce in which 556 questionnaires were retrieved and used for the study. The respondents response level is very high i.e. 81.77%. Data collected through questionnaires. Most of the respondents 178(39.04%) Mathematics, 122(39.23%) English and 231(49.57%) Commerce uses OPAC to 'Locate document on shelves'. The most popular approaches of the OPAC by the 'Title' followed by 120(33.90%) Mathematics, 96(36.92%) English and 249(46.11%) Commerce department students. Data were analysed using percentage and represent in table form.

Keywords: OPAC, Library Catalogue, Information Technology, Online Public Access Catalogue, JLN Library OPAC.

Introduction

University libraries provide information resources in both print and non-print formats to its user. Usually, libraries were traditionally known to provide access to library information materials through card catalogues. In 1970 with the growth of computer technology and Telnet, OPAC come in working. In the advancement in information communication technology, card catalogue replaced with OPAC the traditional methods of information access have been eliminated as most libraries adopted the use of OPAC. The traditional concept of access to library resources which is very difficult to understand for library users. On the other hand with the help of OPAC users search easily different types of sources like Database, Digital Repository and different types of e resources which are managed by the publisher or a library. OPAC is very strong and effective tool for quick and easy access to the library resources. Library is main part of the higher

learning institution/university. No institution of higher learning can be successful without a library especially as programmes of study offered within the university would not be accredited without a well-equipped library for the provision of adequate information resources in those areas of discipline. In providing a conducive atmosphere for research and studies, the university library provides well stocked current research materials and trained personnel to organize available information materials and assist faculties and students in the retrieval and use of these resources. Aina (2004) states that online public access catalogue (OPAC) is the most modern form of library catalogue, whereby bibliographic records of all the documents collection are stored in the computer memory or server.

About University Library

The Kurukshetra University was established in 1956 by late Dr. Rajendra Prasad, the first President of India. Jawharlal Nehru Library has a rich collection of 339817 volumes in the stream of Sciences, Management, Social Science, Commerce and Humanities. The Library ERNET Centre with 150 computers for the faculty members, students and Research Scholars has an internet connectivity. Library has also provided internet connectivity to almost all the teaching and non-teaching Departments, Hostels and the entire Campus through WI-FI internet connection. Library provides an access to 8453 scholarly journals under UGC-INFONET E-Journals consortium. The Library has automated with Library Management Software (LMS) libsys software with its in house activities such as library membership, circulation of documents, holdings of periodicals, catalogue as Online Public Access Catalogue (OPAC) etc.

Libsys: Library Software

As describe above Jawharlal Nehru Library Kurukshetra University used libsys software. Jawharlal Nehru Library provide OPAC access through IP based in Kurukshetra University campus. Every one includes students, research scholar, faculty member or even a visitor can easily access library OPAC anywhere in university campus through any device like KIOSK, Library PC/Laptop their own device like Smartphones, Tabs and Laptops and fulfil their quaries without visiting library and save their time.

Research Questions

The study was conducted with the following objectives:

- To find out the students awareness of OPAC.
- To collect statistics on the frequency of OPAC use.
- To search pattern of OPAC
- To find out the purpose of using the OPAC.
- To know the problems faced by the users while using the OPAC
- To determine the users satisfaction level on OPAC services.

Review of Literature

Online Public Access Catalogue normally known as the OPAC come in the existence in 1970's but it become popular 1980's with the great efforts of Ohio state university and Dallas Public Library developed this and used large scale with the growth of computers and internet card catalogue replaced with OPAC. Now these days OPAC provide the facilities of readers to search different types and strategies like simple search, Boolean search and Advance search of a document quickly and easily.

Kumar and Mahajan (2015) find in there study that 26.99% respondents use the OPAC fortnightly and 22.84% weekly. 61.59% use the OPAC to locate a document on shelves and 58.48% to know the particular book is available on the shelves or not, 37.71% to know the bibliographical details, 31.14%. 91% respondents used the title search approach and 83.04% used the author search approach, User also indicated that the information regarding the problem faced by the respondents while using the OPAC like 74.39% faced by the problem lack of proper guidance about OPAC followed by 67.47% lack of awareness, 36.33% satisfied with the OPAC and its services.

Anjan & Saikia (2013) find in their study of OPAC use by the students. Majority of the students revealed that 51.03% respondents used OPAC to locate document on shelves, 76.67% respondents were aware that OPAC help borrowers to locate a document by author, title, subject or publisher. The study revealed that the respondents 52.82% cannot use OPAC independently and majority of the respondents satisfied with the OPAC services i.e. 26.41 % Computer Science & Engineering, 24.36% Civil Engineering and 23.33% Electronic & Communication Engineering.

Ruzegea (2012) stated that awareness of OPAC and its interface features is 100% majority of respondents 66.7% stated that speed of navigation was fast, 76.7% reported that library OPAC has no multimedia Interface like video, rear players and audio features. Overall majority of respondents 80% satisfied with OPAC functionality.

Thanuskodi (2012) depicts that majority of the students 25.38% frequently used the OPAC. It depicts that 74.03% of users consulted OPAC to know the availability of the requisite document in the library, 41.82% to know whether the requisite document issued or not and 78.36% to know the location of the required documents. Majority of users consulted OPAC to know the availability and location of the requisite documents. 39.43% respondents agreed with availability of computers and 41.83% respondents were satisfied with the OPAC.

Velmurugan and Amudha (2012) studied how introduction of computers in the field of Libraries and Information Centres has brought many changes. User are more comfortable to use OPAC than a card catalogue since it provides a variety of searching.

Kumar, S. and Vohra, R. (2011) investigated the use of Online Public Access Catalogue by the users at Guru Nanak Dev University Library, Amritsar (Punjab). The paper shows that majority of the respondents 68.7% not aware regarding OPAC, 12.5% stated the reason to be lack of assistance from library staff and slow speed. Response of the question on the purpose of using OPAC majority of the respondents 63.2% stated that they use

OPAC to know the availability of required document. The findings revealed that majority of the respondents 45.6% Moderate satisfied 26.5% are not satisfied with the OPAC. The study suggests that the users should be made familiar with the use and operation of the OPAC by providing special training.

Mulla and Chandrashekara (2009) conducted a study on use and satisfaction of users about Web Online Public Access Catalogue (Web-OPAC) in engineering college libraries in Karnataka. Findings revealed that majority of the respondents 64.01% use OPAC daily to choose their books & reading material. 90.29% respondents consult OPAC to know the location of document in library and 73.63% to use to OPAC availability of books in library or not. Majority of followed the search patterns of students is Author and Title. This study also indicated that major reason of not using OPAC is problem of password protection 99.59% respondents stated.

Research methodology

Keeping in view the objectives of the study a questionnaire was designed to collect the primary data from students of the departments of English, Mathematics and Commerce of Kurukshetra University, Kurukshetra in January-March 2017. Out of 680 questionnaires 556 was questionnaires received back for data analysis. Primary data were analysed using simple percentage approach and were presented in tabular form.

Data Analysis

Table 1. Distribution of respondents by department

Department	No. of Respondents	% of Respondents
Mathematics	180	32.38
English	132	23.73
Commerce	244	43.89

Table one shows the majority of the respondents of 244(43.89%) Commerce and 180(32.38%) Mathematics department while least number of the English department respondents i.e. 132(23.73%).

Table 2. Knowledge of OPAC

Knowledge of OPAC	Mathematics	English	Commerce
	[N (%)]	[N (%)]	[N (%)]
Excellent	48 (26.67)	22 (16.67)	30 (12.30)
Average	58 (30)	06 (4.55)	44 (18.03)
Poor	66 (36.67)	96 (72.73)	118 (48.36)
Nothing	12 (6.67)	08 (6.06)	52 (21.31)

Reply the question 'knowledge of OPAC' by three department majority of the students is poor followed by 66(36.67%) Mathematics, 96(72.73%) English and 118(48.36%)

Commerce. Majority of the respondents shows that in table 2 knowledge of OPAC among students of above department is poor and average. They are not aware OPAC and its services, for more utilization of OPAC library staff take some urgent action like user orientation programme and users guide programmes.

Table 3. How learn you use of OPAC

How learn you use of OPAC	Mathematics [N (%)]	English [N (%)]	Commerce [N (%)]
Hisself	42 (23.33)	12 (09.09)	31 (12.70)
With the help of Friends	60 (33.33)	90 (68.18)	61 (25.00)
With the help of Library Staff	66 (36.67)	18 (13.64)	97 (39.75)
No Answer	12 (06.67)	12 (09.09)	55 (22.54)

Table 3 depicts that in the department of English majority of the respondents 90(68.18%) show that they 'Learn use of OPAC with the help of friends', 18(13.64%) 'With the help of library staff,' while in Mathematics and Commerce department majority of the respondents 66(36.67%) and 97(39.75%) 'Learn OPAC with the help of library staff'. Thus shows that library staff play a major role in educating students how to use this.

Table 4. Frequency of OPAC use

Frequency of OPAC use	Mathematics [N (%)]	English [N (%)]	Commerce [N (%)]
Daily	18 (10.00)	06 (04.55)	42 (17.21)
Weekly	54 (30.00)	42 (31.82)	61 (25.00)
Usually	108 (60.00)	84 (63.64)	141 (57.79)

Table 4 reveals that 108(60%) Mathematics, 84(63.64%) English and 141(57.79%) Commerce respondents used OPAC 'Usually'. 54(30%) Mathematics, 42(31.82%) English and 61(25%) Commerce respondents used OPAC 'Weekly' while 18(10%) Mathematics, 6(4.55%) English and 42(17.21%) Commerce respondents used OPAC respondents have the habit to use the 'Daily'.

Table 5. Access of OPAC Through

Access of OPAC Through	Mathematics [N (%)]	English [N (%)]	Commerce [N (%)]
Library PC/System	06 (03.33)	-----	05 (02.05)
KIOSKS	96 (53.33)	96 (72.73)	155 (63.52)
Own PC/Laptop	12 (06.67)	06 (04.55)	07 (02.87)
KIOSKS+ Mobile Device	66 (36.67)	30 (22.73)	77 (31.56)

Table 5 shows that the access of OPAC using different types of device. Majority of the respondents 96(53.33%) Mathematics, 96(72.73%) English and 155(63.52%) Commerce access OPAC ‘through library KIOSKS’ 66(36.67%) Mathematics, 30(22.73%) English and 77(31.56%) Commerce respondents access through both device i.e. ‘(KIOSKS+ through Mobile Device)’. This table shows that the mostly students use library KIOSKS then other device.

Table 6. Purpose of Using OPAC

Purpose of Using OPAC	Mathematics	English	Commerce
	[N (%)]	[N (%)]	[N (%)]
Availability of Books on Selves	178 (39.04)	122 (39.23)	231 (49.57)
What a library have on a given author, title or subject	16 (03.51)	09 (02.89)	11 (02.36)
To know about a document without visiting library	159 (34.87)	79 (25.40)	115 (24.68)
Easy to search different type of document	41 (08.99)	29 (09.32)	71 (15.24)
To know latest addition list	15 (03.29)	51 (16.40)	31 (06.65)
Reserve/know the status of a document	05 (01.10)	02 (0.64)	-----
Give the recommendation of library to purchase of title/books	11 (02.41)	-----	-----
Know the bibliographical detail of title/documents	31 (06.80)	19 (06.11)	07 (01.50)

Table 6 shows that 178(39.04%) Mathematics, 122(39.23%) English and 231(49.57%) Commerce department respondents used OPAC to ‘Locate document on shelves’. 159(34.87%) Mathematics, 79(25.40%) English and 115(24.68%) Commerce department students admitted that they use OPAC because it help them to know about ‘Availability of a document without visiting library’.

Table 7. Search approach

Search approach	Mathematics	English	Commerce
	[N (%)]	[N (%)]	[N (%)]
Author	103 (29.10)	64 (24.62)	132 (24.44)
Title	120 (33.90)	96 (36.92)	249 (46.11)
Subject	89 (25.14)	52 (20.00)	77 (14.26)
ISBN	25 (07.06)	13 (05.00)	33 (06.11)
Publisher	05 (01.41)	31 (11.92)	42 (07.78)
Accession Number	12 (03.39)	04 (01.54)	07 (01.30)

Table 7 shows that, 120(33.90%) Mathematics, 96(36.92%) English and 249(46.11%) Commerce department students approached the OPAC by the 'Title', 103(29.1%) Mathematics, 64(24.62%) English and 132(24.44%) Commerce students under 'Author', 89(25.14%) Mathematics, 52(20%) English and 77(14.26%) Commerce approached the OPAC through the 'Subject', similarly 5(1.41%) Mathematics, 4(1.54%) English and 7(1.3%) Commerce of respondents approached through the 'Accession number'. It is further observed that, when we compare all the approaches of the users, query approach through the author string is most popular followed by Title, Author, ISBN, Subject, Publisher and Accession number.

Table 8. Response time for displaying result

Response time for displaying result	Mathematics [N (%)]	English [N (%)]	Commerce [N (%)]
Very Fast	36 (20.00)	29 (21.97)	46 (18.85)
Fast	91 (50.56)	42 (31.82)	111 (45.49)
Slow	35 (19.44)	49 (37.12)	52 (21.31)
Very Slow	18 (10.00)	12 (09.09)	35 (14.34)

Table 8 depicts that majority of the respondent's reply the question response time for displaying search result by OPAC majority of the respondents replied 91(50.56%) Mathematics, 42(31.82%) English and 111(45.49%) Commerce is 'Fast', 36(20%) Mathematics, 29(21.97%) English and 46(18.85%) Commerce 'Very fast' while 18(10%) Mathematics, 12(9.09%) English and 35(14.34%) Commerce said 'Very slow'.

Table 9. Problems faced while using OPAC

Problems faced while using OPAC	Mathematics [N (%)]	English [N (%)]	Commerce [N (%)]
Lack of proper guidelines	24 (06.76)	42 (17.57)	129 (21.15)
Lack of awareness	54 (15.21)	48 (20.08)	79 (12.95)
Lack of Computer System	36 (10.14)	24 (10.04)	57 (09.34)
Network/Server problem	66 (18.59)	30 (12.55)	68 (11.15)
Library staff not helpful	36 (10.14)	06 (02.51)	27 (04.43)
Unstable power supply	18 (05.07)	18 (07.53)	72 (11.80)
Untrained library staff	24 (06.76)	12 (05.02)	67 (10.98)
Book not found on selves as indicated by OPAC	97 (27.32)	59 (24.69)	111 (18.20)

During the survey in above table eight problems were raised and students were asked to give their opinion. Table 9 reveals that 97(27.32%) respondents find difficulty to 'Book not found on selves as indicated by OPAC', 66(18.59%) 'Network/server problems',

54(15.21%) 'Lack of awareness', 24(6.76%) 'Lack of proper guidelines' said by Mathematics department students. 59(24.69%) respondents find difficulty to 'Book not found on selves as indicated by OPAC', 48(20.08%) 'Lack of awareness', 42(17.57%) 'Lack of proper guidelines' replied by English department students, while Commerce department 129(21.15%) respondent face the problems of 'Lack of proper guidelines' 111(18.20%) respondents find difficulties to 'Book not found on selves as indicated by OPAC', 79(12.95%) 'Lack of awareness' using OPAC and 72 (11.8%) respondents face 'Unstable power supply' problem in library.

Table 10. Problems on screen visualise

Problems on screen visualise	Mathematics	English	Commerce
	[N (%)]	[N (%)]	[N (%)]
Screen touch	96 (25.67)	54 (20.61)	129 (30.00)
Reading on screen	54 (14.44)	21 (08.02)	37 (08.60)
Size of screen	48 (12.83)	77 (29.39)	57 (13.26)
Clarity in screen	34 (09.09)	11 (04.20)	17 (03.95)
Screen reflexion	07 (01.87)	12 (04.58)	23 (05.35)
Small aspect ratio of search box	135 (36.10)	87 (33.21)	167 (38.84)

Table 10 find out the problems regarding screen visualization faced by the respondents while they use OPAC. Department of Mathematics respondents indicated that the problems of 'Small aspect ratio of search box' 135(36.1%), 'Screen touch' problem 96(25.67%), 'Problems on screen reading' 54(14.44%) and 'Small size of screen' 48(12.83%). Department of English respondents face the problems of 'Small aspect ratio of search box' 87(33.21%), 'Small size of screen' 77(29.39%), 'Screen touch problem' 54(20.61%), 'Problems on screen reading' 21(08.02%). While department of Commerce respondents indicated that the problems of 'Small aspect ratio of search box' 167(38.84%) 'Screen touch' problem 129(30%), 'Small size of screen' 57(13.26%) and 'Problems on screen reading' 37(8.6%).

Table 11. Availability of library staff near OPAC

Availability of library staff near OPAC	Mathematics	English	Commerce
	[N (%)]	[N (%)]	[N (%)]
Always	60 (33.33)	34 (25.76)	61 (25.00)
Usually	62 (40.00)	58 (43.94)	81 (33.20)
Rarely	18 (10.00)	27 (20.45)	28 (11.48)
On demand	24 (13.33)	06 (04.55)	47 (19.26)
Never	06 (03.33)	07 (05.30)	27 (11.07)

Table 11 shows that the availability of library staff near OPAC when students using the OPAC. Majority of the respondents of Mathematics department replied 'Usually'

62(40%), 'Always' 60(33.33%), 'On-demand' 24(13.33%) and 'Never' 6(3.33%). 'Usually' 58(43.94%), 'Always' 34(25.76%) 'Rarely' 27(20.45%) and 'On-demand' 6(4.55%) replied by English department respondents while Commerce department respondents replied 'Usually' 81(33.2%), 'Always' 61(25%), 'On-demand' 47(19.26%) and 'Rarely' 28(11.48%).

Table 12. Overall satisfaction of OPAC services

Satisfaction of OPAC services	Mathematics	English	Commerce
	[N (%)]	[N (%)]	[N (%)]
Excellent	23 (12.78)	07 (05.30)	35 (14.34)
Good	71 (39.44)	45 (34.09)	132 (54.10)
Average	65 (36.11)	77 (58.33)	65 (26.64)
No Opinion	21 (11.67)	03 (02.27)	12 (04.92)

Table 12 reveals that 71(39.44%) respondents of the department of Mathematics and 132(54.1%) of Commerce department students say that the overall OPAC and its services are 'Good', while 77(58.33%) respondents of English department was not satisfied with the performance and the quality of OPAC Services, they give the average rating.

Findings

- Majority of the students shows that they have 'Poor knowledge of OPAC' (table 2.).
- In English department 90(68.18%) respondents 'Learn use of OPAC with the help of friends', 18(13.64%) 'With the help of library staff' while in Mathematics and Commerce department majority of the respondents 66(36.67%) and 97(39.75%) 'Learn OPAC with the help of library staff' (table 3).
- 108(60%) Mathematics, 84(63.64%) English and 141(57.79%) Commerce department respondents used OPAC 'Usually' (table 4.).
- Majority of the respondents 96(53.33%) Mathematics, 96(72.73%) English and 155(63.52%) Commerce access 'OPAC through library KIOSKS' (table 5.).
- Most of the respondents 178(39.04%) Mathematics, 122(39.23%) English and 231(49.57%) Commerce used OPAC to 'Locate document on shelves'. 159(34.87%) Mathematics, 79(25.4%) English and 115(24.68%) Commerce students admitted that they use OPAC because it help them to know about 'Availability of a document without visiting library' (table 6.).
- The most popular approaches of the OPAC by the 'Title' followed by 120(33.9%) Mathematics, 96(36.92%) English and 249(46.11%) Commerce department students, 103(29.1%) Mathematics, 64(24.62%) English and 132(24.44%) Commerce students under 'Author', 89(25.14%) Mathematics, 52(20%) English and 77(14.26%) Commerce department students search through 'Subject' (table 7.).
- Majority of the respondents replied 91(55.56%) Mathematics, 42(31.82%) English and 111(45.49%) Commerce OPAC speed is 'Fast' (table 8).

- 97(27.32%) of respondents find difficulty to 'Book not found on selves as indicated by OPAC', 66(18.59%) 'Network/server problems', 54(15.21%) 'Lack of awareness', 24(6.76%) 'Lack of proper guidelines' said by Mathematics department students. 59(24.69%) respondents find difficulty to 'Book not found on selves as indicated by OPAC', 48(20.08%) 'Lack of awareness', 42(17.57%) 'Lack of proper guidelines' replied by English department students, while Commerce department 129(21.15%) respondent face the problems of 'Lack of proper guidelines', 111(18.20%) find difficulties to 'Book not found on selves as indicated by OPAC', 79(12.95%) 'Lack of awareness using OPAC' and 72(11.80%) 'Unstable power supply' (table 9.)
- Table 10 find out the problems regarding screen visualization faced by the respondents while they use OPAC. Department of Mathematics 135 (36.1%), English 87(33.21%) and Commerce 167(38.84%) respondents indicated that the problems of 'Small aspect ratio of search box' and 96(25.67%) Mathematics, English 77(29.39%) and Commerce 129(30%) department respondents face the 'Screen touch problem'.
- Majority of the respondents say that when they used OPAC staff is 'Usually' available near OPAC followed by 62(40%) Mathematics, 58(43.94%) English and 81(33.20%) Commerce (table 11.).
- 71(39.44%) respondents of the department of Mathematics and 132(54.1%) of Commerce department students say that the overall OPAC and its services are 'Good', while 77(58.33%) respondents of English department was not satisfied with the performance and the quality of OPAC Services, they give the average rating (table 12).

Suggestions

- University libraries to ensure that students are adequately given the training to make maximum use of the OPAC to the new students and frequently conducted orientation in the use of OPAC.
- Provide more computers to assist students' use of the OPAC while considering alternative sources of power supply to support the erratic nature of power supply.
- It is also necessary for university library increase the strength of OPAC systems in each section inside library and provide alternative sources of Touch screen like attached keyboard with KIOSK.
- Kiosk screen also not comfortable its aspect ratio is small library should be take proper action and arrange large screen.
- This study therefore recommends that Librarians should organize orientation and sensitization programmes in order to create awareness, and encourage the university community at all department to effectively use OPAC to ensure maximum utilization of library information resources.

Conclusion

The world of academics is enjoying the fruits of information technology in the IT era and the users of the OPAC have basic knowledge to handle the IT resources. The institutions involved in academic work should provide technical training to their students. The

modern society is dynamic and complex. This paper find out that in Jawharlal Nehru Library mostly student are use OPAC usually and they are not aware of services of OPAC. Although most of the students use OPAC to locate required document is available on selves or not. This is the responsibility of librarian/Library staff to teach to students how to use IT tools and equipment and their advantages. The duty of the librarian towards social change, scientific development and social uplift is undisputable. OPAC will definitely make a significant impact on its users if applied properly.

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