

UNSUNG HEROES OF PUNJAB In Indian National Movement

Edited By
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Unsung Heroes of Punjab In Indian National Movement

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Marital Law and the 'Reign of Terror' in Punjab: Lahore 1919

- Dr. Navdip Kaur

Marital Law was proclaimed in the five districts¹ of Punjab within a few days after the Jallianwala Bagh Massacre and it in fact became law in these districts. It remained in force for six-seven weeks and the life of the people, in those areas where it was imposed, had been made intolerable in many ways. To some people, the sufferings caused by Marital Law were, in many ways, more appalling than the firing at the Jallianwala Bagh. Mahatma Gandhi felt almost in a similar way and wrote in Young India: But the fury that has been spent upon General Dyer is, I am sure, largely misdirected. No doubt the shooting was "frightful", the loss of innocent life deplorable. But the slow torture, degradation and emasculation that followed was much worse, more calculated, malicious and soul-killing, and the actors who perform the deeds deserve greater condemnation than General Dyer for the Jallianwala Bagh Massacre. The latter only destroyed a few bodies but the others tried to kill the soul of a nation.²

On 13th April 1919 the Lieutenant-Governor of the Punjab Michael O'Dwyer, in an apprehension that the province of Punjab was in a state of 'open rebellion against the authority of the Government,' requested Governor-General Lord Chelmsford to direct him to "suspend function of ordinary Criminal Courts"³ and authorise him to introduce Marital Law within selected districts in the Punjab. The authority so asked was granted and Lord Chelmsford issued an Ordinance on the following day. Marital law was proclaimed in Lahore, Amritsar and Gujranwala on 15th April, Gujrat followed on 18th April and Lyallpur on 20th April. It remained in force until midnight of 9th June in Amritsar and Gujranwala and Lyallpur and until midnight of 11th June in Lahore.³

Various forms of collective punishments and humiliating regulations were introduced for example the crawling and salaaming order, the fancy punishments, the whipping and flogging. The crawling order was in force at Amritsar between 19 and 24 April which required Indians,

who wished to pass along the street that the English missionary Miss Sherwood had been brutally attacked on the 10th of April, to pass on all fours. Then Viceroy Lord Chelmsford expressed his disgust at O'Dwyer for this crawling order which was one of the very notorious episodes in the history of Martial Law. He wanted this order cancelled immediately.⁴

Minority Report of Disorders Inquiry Committee also asserts: A careful consideration of the various orders in different districts leaves the impression that over and above securing the maintenance of law and order, they were designed and were used for punitive purposes, they interfered considerably with the ordinary life of people and caused much inconvenience and hardships.⁵ When Martial Law was imposed many humiliating orders were passed:

1. The Crawling Order (Amritsar)
2. The Saluting Order (Amritsar, Gujranwala)
3. The Saluting Order (Wazirabad)
4. The Descending Order (Lahore)
5. All males made to sweep or do sanitary work (Malawakal, Sheikhpura)
6. Lawyers made menials (Constable order in Amritsar)
7. Indemnities exacted for damages and taxes levied for the support of troops (Akalgarh, Gujranwala, Hafizabad, Manianwala, Sheikhpura)
8. Vehicles commandeered (Lahore)
9. Crops or shop inventories confiscated (Nawan Pind, Sheikhpura, Wazirabad)⁶

Martial Law appears to have been administered intensely in Lahore, the capital city of the Punjab and the headquarters of the Lieutenant-Governor. It was thirty-six miles away from Amritsar with a population of 250,000 where similar punishments were being meted out randomly. Lieutenant-Colonel Frank Johnson, hailed as a "physician from Bechuanaland" was in command of the Lahore Martial Law area from June, 64 to the 29th of May 1919. 'Between 15 April and 6 a day, creating difficulties for its residents.'⁷ A book containing a collection of the martial law administration was submitted to the Hunter Com-

mittee which shows that Lieutenant-Colonel Frank Johnson of Lahore imposed a more intensive martial law than anyone else.⁸

Mass meetings of Hindus and Muslims were held at the Badshahi Mosque, Lahore on two successive days, 11 and 12 April, that shook the morale of the British authority whose domination over Indians depended upon the existing mutual hostility between the two communities. In Lahore, a procession marched towards the Government House demanding the release of Mahatma Gandhi. The police fired on the procession, which resulted in several casualties.⁹ But despite these provocations, the people of Lahore to their credit never left the chosen path. The Indian National Congress Sub-Committee which had been taking evidence independently, published its report on 20th February 1920, stating: The sufferings of Lahore are, in our opinion, a purer treasure in a way even than those of the people, who were the victims of the massacre of Jallianwala Bagh.¹⁰ But according to Hunter Committee report 'on the night of 10th April and for some days following, the city of Lahore was in a 'dangerously disturbed condition.' It also stated that for about two days the city was controlled by the mob.¹¹

The Hunter Committee Report documented a different version of the Badshahi Mosque events: On the morning of the 11th April, all the shops were closed, and a huge crowd of Hindus and Mohammedans (said to be about 25,000) collected in the Badshahi Mosque. This crowd was addressed by Ramhaj Dutt and others. Inside the gate of the mosque, a banner was hung bearing the inscription "The king who practices tyranny cuts his own roots underneath." Inflammatory speeches were delivered in the course of which allegations were made that the police had fired on the crowd the preceding day after they had treated and that this action was a tyrannical action. People who wanted to know whether the hartal should be continued or not were told that a committee would decide and that later on this committee was nominated. Towards the end of the meeting, an ex-sepoy shouted to the people a false story that the Indian regiments had mutinied in Lahore Cantonment and were marching on Amritsar and Lahore. He added that about 200 or 250 British soldiers had been killed and that he himself had killed six. His announcement was received with great enthusiasm by the people who garlanded him and carried him to in triumph to the

pulpit of the mosque. A subscription was opened and at least one large sum promised to establish langar khannas during the hartal i.e., free food shops. At the conclusion of the meeting, the mob headed by hooligans carrying sticks marched through the city shouting. On the way, they destroyed pictures of the King-Emperor and the Queen Empress shouting that King George is dead. The band of hooligans referred to was known as the Danda Fauj.¹²

On the 12th April another meeting was held at the Badshahi Mosque. An Inspector of the Criminal Investigation Department was attacked and beaten with the sticks by the crowd. The protesters were upset over the constant monitoring of their activities. This time the authorities were determined to take over the control of Lahore city. On the morning of 12th a mixed column of 800 police and military under Colonel Frank Johnson entered the city. This force was supported by two aeroplanes to ensure that there were no attacks on the troops with 'bombs' and they were not 'fired upon from the houses.'¹³

Several posters had been exhibited, in the different parts of the city, calling for unity. The Hunter Committee points out these posters were of 'seditious and inflammatory character.' Following the pre-censorship of all local newspapers on 12th April, the Lahore district was brought under the seditious Meetings Act on 13th April. All assemblies of more than ten persons were banned. Liquor shops were ordered to be closed.¹⁴

On 14th April, the Local Government of the Punjab, acting under the Defence of India Act, arrested and deported some of the popular leaders in Lahore. Lala Harkrishan Lal, one of the magnates of the Punjab, Lala Duni Chand, one of the most popular Municipal Commissioners of Lahore, with a record of unbroken service and Pandit Rambhaj Dutt Chowdhari who were leaders and had been actively associated with the promulgation of a hartal in connection with the movement against the Rowlat legislation, were arrested and deported.¹⁵

However, Col. Johnson had explained before the Hunter Committee that Martial Law was necessary in Lahore for the sake of preventing the spread of 'rebellion' in other parts of the Punjab. He issued numerous notices and orders controlling the daily life of the people very minutely. Through Order VIII issued on 16 April, Johnson notified: "All orders to be issued under martial law will be handed to such owners of

property as I may select and it will be the duty of such owners of property to exhibit and to keep exhibiting all such orders. The duty of protecting all such orders will therefore. Devolve on the owners of property and failure to ensure the proper protection and continued exhibition of my orders will result in severe punishment."¹⁶

Students suffered a great deal during the Martial Law regime as a result of their active participation in the anti-Rowlat Agitation. The worst action was taken against the students of three colleges of Lahore-D.A. V. College, Dyal Singh College and the Medical College. Then Lieutenant-Colonel Johnson ordered that the students of these colleges should attend roll call four times a day for a period of nearly three weeks. In some cases, these students had to walk in about 16-17 miles every day in the scorching heat of May. Col. Johnson maintained that this order was passed not as a punishment, but for the purpose of keeping the students out of mischief. Minority Report of Disorders Inquiry Committee documented that more than one thousand students were punished like this. Some of them were expelled permanently from the college and were declared unfit in future to enter any college; yet others were punished by being rusticated for various reasons; and yet others had their scholarships and stipends stopped.¹⁷

The following order is an extract from letter No. 111-4, dated 10 May 1919 from Mr W. Barns Major, Staff Officer, Lahore Civil Command to the address of the Principal, D.A. V. College Lahore: "In order to assist you in framing a scale of punishment, I am directed to inform you that in the case of the Government College, 6 students are being expelled and debarred from ever entering any other college in the University, 6 are not to be allowed to proceed to any further examination, 6 are to be rusticated for a year, 15 forfeit their scholarships, besides minor punishments in 112 other cases.

In the Dyal Singh College, 7 students are to be expelled, 5 are to be rusticated for a year, 14 will be put back one year, 14 are to be suspended for three months, 2 are temporarily deprived of their scholarships, and 224 are to suffer, whilst 245 are required to furnish substantial securities for their future behaviours. The Officer Commanding thinks that it may help you to submit proposals which will save him the necessity of closing your college, if I add that he expects disciplinary action to

be in no degree less than those to which I have drawn your attention."¹⁸ This letter shows most accurately the attitude adopted by the British authorities towards the students of various colleges of Lahore. While some of the students of the colleges in Lahore had been in the unruly mobs on 10-14 April, the desire to punish all whether guilty or innocent as Col. Johnson proceeded to do, was not justifiable. All these atrocities were almost certain to produce bitterness in the minds of young students. Students of Lahore who had suffered most during the Martial Law regime, were quick to meet Gandhi in order to seek his guidance for carrying on their struggle against the authorities, when he visited the capital after the withdrawal of the ban on his entry into the province in October 1919.¹⁹

Martial Law was proclaimed and Summary Courts were constituted to try cases. In Lahore Col. Johnson tried 277 persons of whom 201 were convicted. The maximum punishment was 2 years' imprisonment, 30 stripes and a fine of 1,000 rupees. Around 66 persons were whipped in Lahore. The maximum number of stripes they were given was thirty and the least was five. These men were publicly flogged and Col. Johnson never thought about the serious effect of the punishment. Rather he told Lord Hunter that he considered it the "kindest method of punishment." In another place, he said that the value of whipping is equal to the use of 1,000 soldiers. The INC Report maintained that in applying this type of reasoning, Col. Johnson had used barbarous arguments in order to support a barbarous punishment, and this fact alone makes him unfit for holding a responsible position, as such entrusted by the Punjab government.²⁰

The legal profession and the press were especially chosen for punitive measures. Col. Johnson suspected that the munshis, agents and the chaprasis of pleaders were involved in disseminating seditious propaganda; therefore he issued an order prohibiting them from leaving Lahore Civil Command without a permit and ordered every lawyer to submit a complete list of every munshi, agent or chaprasi directly or indirectly employed by him. It is recorded in the INC Report how far the bias against the lawyer class was carried, how lawyers from outside the Punjab were refused admittance on the ground that they might also disseminate sedition.²¹

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Mr. Manohar Lal, a well-known lawyer, was arrested because he was a Trustee of the Tribune. His scholarly standing, respectability, known loyalty and caution bordering timidity, could not count upon being safe from the attention of the Martial Law officers. On 18th April he was arrested at about 7.30 a.m., without a warrant, and he had no idea what he had been charged with. He was kept in unsanitary conditions in a ward of the Central Jail Lahore which was meant for condemned prisoners, or those awaiting trial for capital or similar offences.²²

Though Col. Johnson was executing Sir Michael O'Dwyer's policy and wishes, his Martial Law orders and answers to the Hunter Committee indicate that he had been longing to show the people of Punjab the might of Martial Law. Kalinath Ray, the editor of The Tribune was arrested on 17 April, lodged in gaol, and ultimately tried by a special commission on 6 May. He was convicted on 28 May for seditious writings. The INC Report asserts that his trial was nothing less than an outrage on decency in political life. No less cruel was the persecution of the editor of The Pratap. The existence of independent journalism became an impossibility during the Martial Law regime and The Tribune, The Punjabee and The Pratap were not published.²³

Bizarre Martial Law orders were also passed in Kasur, a subdivisional town of 25,000, in the Lahore district, following an uprising of the people. On the 6th April there was no hartal or sayagraha in Kasur. It was only on 11th April that the shopkeepers closed their shops on hearing the news of the arrest of Gandhi and the deportation of Drs. Sayrapal and Kitchlew. There was, therefore, hartal during part of the day, and a public meeting in the evening. Everyone including the schoolboys and lawyers joined enthusiastically. The INC Report pointed out that the speeches were so unexceptionable that, with all the desire to prosecute the leaders, the leading lawyers of Kasur, in connection with the speeches, nothing could be found against them of an incriminating nature in their speeches.²⁴

Kasur, just south of Lahore, was the place where fancy punishments were the most common. People, who failed to salam every white man were made to rub their noses on the ground, if they were not flogged. Captain Doveton and Mr. Marsden suggested that the people liked Martial Law, and were rather "amused" at these punishments

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than terrified or humiliated. Doveton invented a number of punishments what had been described by Mr. Marsden as "Fancy Punishment." He would ask people to 'mark time and climb ladders'; allowing a prisoner to do skipping exercise if he wanted to be excused from another work and forcing prisoners to work as coolies at the railway station. In one case an accused of a poetical disposition was asked to compose a poem in praise of Martial Law which he read in the marketplace.²⁵ These punishments and the officers involved in these orders were widely criticised. The INC Report showed its disgust at Col. MacRae and Captain Doveton in these words: In some respects, these two officers excelled their brother officers in their inventiveness, irresponsibility and total disregard of the feelings and sentiments of those who were affected by their orders.²⁶ It was these so-called 'fancy punishments' that would become one of the most notorious episodes from this period; a propaganda disaster for the Government of India that would become forever etched in the memory of Indian nationalists.²⁷

After the initial arrests following the events on 12th April at Kasur, the next round of arrests was made on 16th April. 172 people were arrested in Kasur, of whom 97 were discharged without trial. Of the rest, 51 were convicted. Sadly, here too, people who had tried to help the police by calming the protestors were arrested, including Maluvi Ghulam Mohiyuddin and Maluvi Abdul Kadir, who had, in fact, protected Mr. and Mrs. Sherbourne. On 1 May, there was an identification parade in which women and children were included; they had to sit at the railway station, bareheaded, without food or drink, till 2 p.m. Everyone was forced to attend these identity parades. What if someone did not turned up when summoned? Well, then their homes would be destroyed, and their belongings burnt.²⁸

Several districts were placed under Martial Law and bizarre punishments were inflicted upon the innocent people. Whipping was a very popular way of inflicting punishment and in the beginning, it was done publicly. The sentences of whipping ranging between 5 to 30 stripes were carried out in Lahore (80), Kasur (79), Chuharkhana S.D.(40), Gujranwala (24), Amritsar (32) Gujrat (3). This makes the total of 258. No case of whipping was reported in Lyallpur. According to Hunter-Committee Report these figures do not include the flogging in-

inflicted on the six boys at Kasur and the flogging inflicted on the six persons under trial for the attack on Miss Sherwood. It also does not include any flogging resorted to when the mobile columns visited the various villages. The normal procedure adopted was to strip the person to be whipped and tie him to a frame-work and then lash him.²⁹

The Public flogging was one of the racially motivated and humiliating punishments. Col. Johnson 'declared that these were not public but quasi-public floggings, whatever that may mean. They were inflicted on people of low social status. He was not a doctor, and could not say whether whipping might affect the health of the victim. But he thought it was an essential punishment. People liked going to goal, and flogging was a better deterrent.'³⁰ A particularly horrible instance of this was the flogging of the marriage party in Lahore Civil Area because they were more than ten in violation of the Martial Law Order I. It was the only instance which Johnson called "regrettable."³¹ Flogging was not unique to Lahore this type of corporal punishment was used in Kasur also. Just as Col. Johnson had some members of a marriage party flogged', Doveton in Kasur had men flogged in the presence of prostitutes.³²

The Indian National Congress Report stated that in Kasur, the flogging post was erected on the station platform and schoolboys were punished with flogging. When the Headmaster of one school reported that his boys were becoming insubordinate and asked for military help, the Officer Commanding, thereupon, suggested that some of the boys should be whipped. Therefore, boys from this school and another were ordered to be collected. The Headmaster was asked to select six boys and send them. However, the boys selected by the Headmaster were found to be physically weak. It was thereupon ordered that all the boys of the schools concerned should be paraded at the station, and six biggest boys were selected. They were given six stripes each. In an answer to the question by Lord Hunter as to what the object was, the reply given by Mr. Marsden was that there was no particular object. There was no investigation and no trial which was considered by INC Report 'an unlawful and wanton use of authority.'³³

Helen Fein, a historical sociologist, alleges that the British use of terror was a 'spontaneous invention' by those officers who were given

great responsibility in districts where martial law was imposed.³⁴ On the basis of the testimonies compiled by Hunter Committee, Nick Lloyd confirms Imperialist perspective, it is that many officers felt martial law was a process that allowed them to educate the Indian population, not terrorise them, something which was very much in line with this emphasis on benevolent imperial direction.³⁵ However the INC Report points out: Most of the measures taken under the Martial Law, in all the five districts, were unnecessary, cruel, oppressive and in utter disregard of the feelings of the people affected by them. It further documents: The Martial Law Tribunals and the Summary Courts were made the means of harassing innocent people, and resulted in abortion of justice on a wide scale, and under the name of justice caused moral and material sufferings to hundreds of men and women. The crawling order and the other fancy punishments were unworthy of a civilised administration and were symptomatic of the moral degradation of their inventors.³⁶

Lahore suffered more than any other district of the Punjab under the martial law administration, which was barbarous, inhuman and oppressive. The Publication of the Indian National Congress Report which was dominated by discussions of the brutal and seemingly arbitrary punishments inflicted upon the innocent people not only exposed the inequalities of the Michael O'Dwyer's regime but also tended to erode faith in the British ideals of justice and fairness.³⁷

The traumatic and harrowing experience of the Punjab disturbances, from the anti-Rowlat agitation to the Jallianwala Bagh tragedy and then the Martial Law regime, brought 'an attitudinal change towards the British rule' among those who were conscious of violation of noble human ideals and political concerns of Punjab, as well as the rest of India.³⁸ British efforts to kill ideas and stifle political consciousness reignited the people of Punjab. It marked a rupture in Indo-British relations and irrevocably shattered the tradition of loyalty towards the colonial regime. Those who served the British interest were seen as 'toadies'. The nationalist movement received an unexpected filip. The 1919 disturbances though temporary, short-lived and spontaneous, added a new dimension to the Indian Freedom Struggle. The action-oriented and vigorous youth of Punjab were mentally prepared for the resumption of the armed struggle for freedom.

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ਜਲੰਧਰ

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JALLIANWALA BAGH MASSACRE: An analytical study of demographic Structure of Amritsar

- Ms. Hardeep Kaur

Abstract: In this paper an attempt has been made to study the demographic structure that prevailed in Amritsar during the colonial period particularly during 1901- 1919. The main thrust of the paper is to examine the demographic structure of the people who were involved in the Jallianwala Bagh Massacre and to find out the explanation for their participation in the incident. The article also purposed to discover the social physiognomy of Punjab Disturbance at the time of Jallianwala Bagh Massacre and Martial law administration.

Keywords: Demographic structure, Amritsar, Jallianwala Bagh Massacre, Victims, Martial law, social physiognomy

The city of Amritsar lies 31°-38' North and 74°-53' East on the grand trunk road, only 27 kms, from the international border with Pakistan. It lies in a depression, in the middle of the Bari Doab occupying 33.3 sq. km. In 1919, Amritsar was a prosperous and growing city about 33 miles in the east of Lahore and the second largest city in the Punjab, had a population of 160,000 people. Hindus, Muslims and Sikhs lived side by side but between Hindus and Muslims there occurred communal riots from time to time and an under-tension prevailed. During 1919, both Dr. Kitchlew and Dr. Satyapal played a most decisive role in the growth of political consciousness in Amritsar. Under the impact of these two dynamic leaders, anti-British feelings became intense in the city in the form of political agitation against Rowlatt bills and the people of the city regarded the masthead symbol of Hindu-Muslim unity. The city of Amritsar had shown great enthusiasm in helping British government in war efforts. It was for this reason that O'Dwyre had the utmost love for and liking for the city but after the war Amritsar became a prominent city of political awakening. It was therefore, only natural for O'Dwyre to select this city for his nefarious plan. This part of the paper deals with religion-wise social composition of Punjab at the time of

1919 disturbances. Following tables shows the growth of population of Amritsar city from 1901-1921.³

Year.	% growth
1901.	+18.77
1911.	-05.96
1921.	+04.88

Though census operations were carried on earlier but it is from 1881 that census figures are taken as accurate. Amritsar city was largest in Punjab till 1881. Table above indicates that during 1891-1901 and 1911-1921 the city witnessed an increase in the % growth of population in Amritsar city. The period from 1891-1901, the % growth of population was +18.77, it was due to the normalcy of situation in the city and shift over to the carpet industry. During the period 1901-1911, the population shows the negative growth -05.96, its probable cause was the outbreak of Malaria and Plague during this period. The period 1911-1921, the city's population increased by +4.88% it was because of the improvement in the sanitation facilities and expansion of carpet industry that attracted population from other cities of Punjab.

Following table shows religion-wise composition of city's population (1901-1921).⁴

Religion	1901	1911	1921
Hindu.	40.08	38.44	40.77
Sikh.	10.99	13.33	13.41
Muslim.	47.89	47.04	44.41
Others.	01.04	01.19	01.41

From the above table, it becomes clear that throughout the period from 1901 to 1921, Muslims dominated the city's population. The city had a sizeable influential Muslim population who were compelled to leave Kashmir in 1833 and seek shelter in Amritsar. From the above table, it is clear that Muslims dominated the city during all the years, means no. of Muslims were in majority in Amritsar city followed by Hindus and Sikhs respectively. Although Amritsar was the holy city of Sikhs still the population of Sikhs was least in number. The table also indicates that the Muslims population increased during the period of 1891-1901 but afterwards started declining. In the case of Hindus, from the year 1891 to 1911 the % growth of Hindu population saw a diminishing trend but

chief secretary, Punjab government Mr. J. B. Thompson's calculations, it was estimated that not more than 290 died in the Bagh. He has the following list of those killed in the firing.⁷

Hindus (of all castes). 186

Muslims. 39

Jat Sikhs. 22

Unknown. 44

Break of these figures.⁸

Amritsar city. 221

Amritsar district. 29

Others district. 07

Unknown. 44

Finally, official sources estimated that 379 (337 men, 41 boys and a baby of 6 weeks old) were killed and at least 1,200 persons wounded.⁹ 87 persons were ascertained to be residents of outside villages.¹⁰ According to Raja Ram, the exact no. of people who were killed in the Jallianwala Bagh will never be known. However, it was officially estimated much later that 381 persons were killed and at least 1200 were wounded.¹¹ This also reveals the fact all the three communities participated in this incident. The data provided in Raja Ram's book, gives us the information that about 341 people who were killed in Jallianwala massacre belonged to Amritsar, majority being people of the Amritsar city itself. Besides these, those who were killed also belonged to Tarn Taran, Ajnala, Gurdaspur, Sialkot, Rawalpindi, Natala, Montgomery and Gujarat. This means that people from different areas of Punjab also participated in the gathering and thus were killed in the massacre.

In the Jallianwala Bagh Massacre, both urban and rural population were the victims, urban people were in majority. The British government knew that the Indian politician, mostly from towns had little personal contact with the rural India. The intention of the government was to save rural mass of India from the impending influence of national activities. During the war period, rural people contributed the most for recruits for the war. After the end of war, agricultural classes were rewarded for their support, suffering and sacrifices. Moreover, the Britishers did not like the educated middle class of cities. The events

that occurred during this period were largely confined to the urban areas of Punjab. The rural area remained unaffected.¹²

According to the official figures, it becomes clear that people of all age groups were involved in the massacre, majority being people belonging to the age group 15-30. For this I have taken the data that is provided in Raja Ram's book. Some conclusions on the nature of age group of people who were killed is drawn. Of all 381 people killed in the Jallianwala massacre, only 223 people's age group is known. Following table gives the age group.¹³

Age group.	No. of people killed	
0-20 yrs.	58	
21-40 yrs.	128	
41-60 yrs.	37	
61-80 yrs.	05	
81-100 yrs.	01	

The above table indicates that about 128 people belonged to the age group 21-40 yrs, means that the maximum no of people were young people. In the second place were the people in the age group 0-20 yrs. and in third place were the people in the age group 41-60. The figures also show that children below 15 yrs were also the victims either they came with their parents or near ones.

Martial law in Punjab

This part of the paper deals with the Martial law administration in Amritsar. The Jallianwala Bagh tragedy was followed by the proclamation of Martial law. It was declared in Amritsar on 15 April 1919 and subsequently in Lahore, Gujranwala, Gujarat and Lyallpur. A detailed description of martial law orders and administration was given in the Disorders Inquiry committee and other reports. Under the martial law orders, some humiliating orders were given like crawling order in which people were forced to crawl while passing through the street where Miss Sherwood was assaulted, salaaming order in which people of the city were to salaam English officers. All the lawyers of the town were made special constables and some of them were made to work like ordinary coolies. Flogging order was administered publicly, it was not only humiliating but extremely painful. Following table shows the punishments that were administered under martial law at Amritsar.¹⁴

Place.	Total punishments	Death sentence	Transportation	Rigorous
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imprisonment Stripes Amritsar.

214 51 44 115 08

The data above makes it clear that out of the total punishments i.e. 214, maximum no. of punishments given to people were rigorous punishments i.e. 115, while punishments related to death sentence and transportation were 51 and 44 respectively.

In order to know the respective contribution of different communities one must know the census figures which areas follows.¹⁵

Place.	Total.	Hindu.	Muslim.	Sikh
Amritsardist.	2,87,004	9,29,374.	2,04,435.	4,23,724.
Amritsar city.	1,60,218.	65,313.	71,180.	21,478

Community-wise break down of punishments.¹⁶

Place.	Community	Death sentence	transportation	Rigorous punish- ments stripes
Amritsar.	Hindu.	12	11	20
	Muslim.	30	28	5
	Sikh	07	05	31

Above table shows the no. of community-wise break down of punishments that were administered under martial law. From the table, it becomes clear that maximum no. of punishments were given to Muslims followed by Hindus and Sikhs respectively and that maximum no. of punishments were in case of Rigorous punishments to all the communities. Co-efficient of participation.¹⁷

Place.	Community.	Total death sentence.	Transportation.	Rigorous imprisonment
Amritsar.	Hindu.	0.9.	1.0	1.1
Dist.	Muslim.	1.2.	1.2.	1.4.
Sikh.		0.6.	0.4.	0.9
Amritsar	Hindu	0.6.	0.5.	0.6.
City.	Muslim.	1.4.	1.4.	1.5.
Sikh.		0.5.	0.9.	0.5.

Coefficient of participation both in Amritsar city as well as Amritsar district is given in the above table. Ideally, every community should participate in any political agitation in proportion to its population. If a community with 50% of its population contributes only to 25% of the

incidents the nation was subjected to share of participation. Community community with 27% of population receiving 50% of participation and over worked itself in the political agitation. Thus the 9 of population govern the co-efficient by the community. From the above table we can draw some conclusions that in America as a whole movement was education was of Muslims but it was more in the case of Americans, it also means that Muslim participation was largely urban. Death sentence and transportation for life are indicators of higher type of political activity than rigorous imprisonment. From the Muslim co-efficient of participation in America we can say that all classes of community practically equal participated in the agitation. The co-efficient of Americans are also indication of the popularity of Gandhi leadership. Thus agitation in America was by and large Muslims. In the case of India, the co-efficient of death sentence, transportation of life and rigorous imprisonment are in descending order it speaks of higher form of political activity by the India and its absence at lower levels. This form of activity correlates with higher i.e. more than education."

Figure of the unknown "

	Death Sentence	transportation for life	Rigorous imprisonment	Simple		
India	500	115	250	100	10	
unknown	50	25	10	100000	10	
Val of the	5.07	unknown	4.36	1.7	1.25	13.10

There is another category of participants who cannot be distinguished if they are Hindus, Mohammedan or Sikhs. For example some can be either Rajpoots or Jains or Brahmins. The figures for death sentence, transportation life, rigorous imprisonment and simple are in descending order. The poor and middle class were and were in the lower forms of political activity.

To summarize, a historical index from our study that during the 1918 period, America was comprised of all the three communities i.e. the Muslims and Sikhs and that the Muslims were majority. Although writers and historians have given divergent views on the number of people who were killed and injured in the Jallianwala Bagh massacre but in Raja Ram has opined that the reconstruction of people who were killed in the massacre would never be known. From the study it also becomes clear that majority of the victims of Jallianwala Bagh massacre

ere be longed to the Amritsar city it self although victims belonged to other districts of Punjab also. The victims of the Massacre were mostly urban which is indicative of the fact that urban people were actively involved in the politica lactivities of the Punjab. From the punishments given under the Martial law, we can say that the maximum number of punishments were given to the Muslims. From the co-efficient of Muslim participation in the incident, we can say it was due to the popularity of Saif-ud din kitchleu in Punjab. In the case of Sikhs, theco-efficient of death sentence, transportation of life and rig or ous imprisonment are in descending order while speaking of higher form of political activity.

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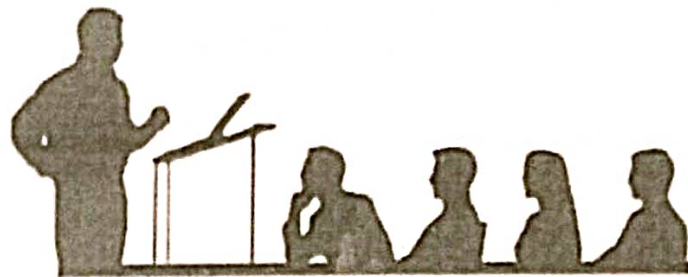
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Domestic Water Supply Evaluation on the basis of Water Demand Management and Dublin Principles: A Case Study of Ludhiana City of Punjab

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Khalsa College for Women

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Keywords

Water Leakage, Tariff Structures, Water Metering, Illegal Water Connections, Commercialization of Water

Synopsis

Water, the basic need of life, is likely to surpass the scarcity of many other commodities during the twenty first century. It will be a great challenge to meet increased demand for water due to increasing population, economic growth and technological changes. The opportunities to enhance the supply of potable water are becoming limited (Marothia, 2003). The supply is shrinking year by year due to ever increasing demand, over exploitation, pollution and inefficient water use methods and policies.

This is more so in the developing countries due to unchecked population growth, interest groups competition and conflict (Ballabh, 2003), expansion of economic activities (Biswas, 1993; Narayanamoorthy, 2003) along with lack of institutional framework and policies for water management. By 2025, half of the world's population will be living in water-stressed areas (WHO, 2017).

The domestic water supply in Ludhiana city is being evaluated on Water Demand Management and Dublin Principles. The principles on which domestic water supply is being evaluated are as: Use efficiency, allocative efficiency and environmental sustainability.

Objective of the Study:

To evaluate the domestic water supply in Ludhiana city on the basis of various theoretical principles.

Review of the Literature:

Arlosorof (2007) in his paper on, "Water demand management – A strategy to deal with water scarcity in Israel: A case study", found that to combat water scarcities in The Middle East, a condition which might accompany the Middle East socio-economic policies for many years to come is 'Water Demand Management', and/or 'Water Conservation' as well as the 'Increase of Water Use Efficiency'.

Emoabino and Alayande (2007) in their paper on, "Water demand management, problems and prospects of implementations in Nigeria", pointed out that water supply in Nigeria was facing serious challenges and supply-oriented indefinite expansion of water supply infrastructures was stressing the available budgetary allocations to the sector to the limit.

Hoffmann et. al. (2006) in their paper on, "Urban water demand with fixed volumetric charging in a large municipality: The case of Brisbane, Australia", asserted that residential consumption is charged using a fixed annual service fee with no water entitlement followed by a fixed volumetric charge per kilolitre.

Sharma and Vairavamoorthy (2009) in their paper on, "Urban water demand management: prospects and challenges for the developing countries", examined that as the traditional supply-driven urban water management is not sustainable, water utilities should embrace water demand management (WDM) measures to meet increasing water demand.

Worthington and Hoffman (2007) in their working paper on, "A state of the art review of residential water demand modeling" reported that a synoptic survey of empirical residential water demand analysis conducted in the last twenty-five years. Both model specification and estimation and the outcomes of the analysis are discussed.

Evaluation of the Domestic Water Supply:

Water Demand Management (WDM) has cropped up as a complementary arrangement to the traditional supply side management. Demand management has some objectives to manage the scarce water resources of the world (Hamdy and Lacirignola, 1999; Araral, 2010; Arlosoroff, 2007; Emoabino and Alayande, 2007; Gidey, 2006; Kayaga and Smout, 2007 and Naik et. al., 2006). Some of the objectives are:

- Conserve peculiar natural resources.
- Minimizing the cost of providing water to the end users.
- Minimizing non-renewable water use.
- Use water efficiently.
- Safeguarding the environment from degradation.
- Reducing the disputes over water use.

Some of the water demand management measures are like:

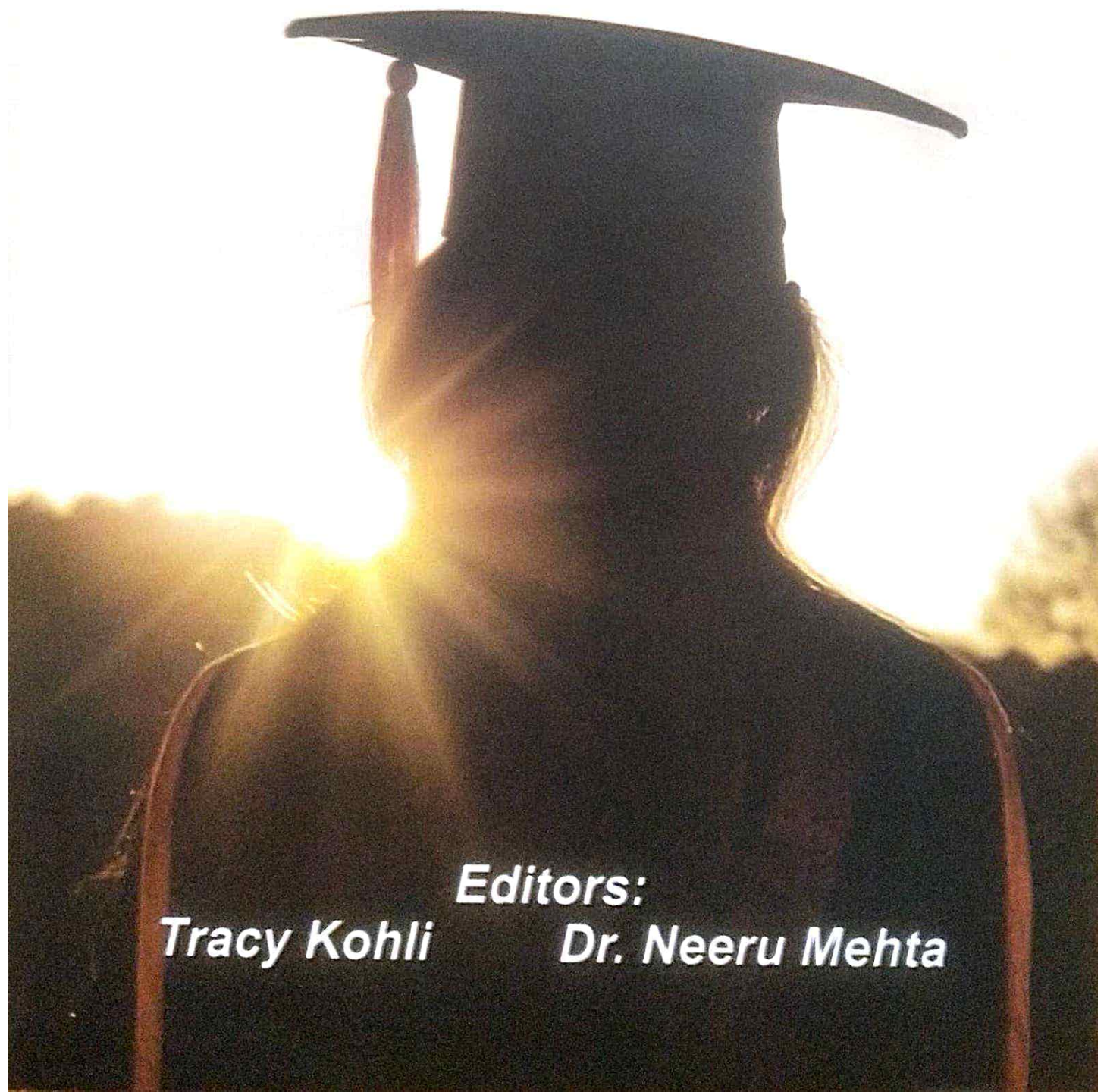
- **Water conservation measures.**
- **Water pricing measures**
- **Information and Educational Measures**
- **Legal measures**
- **Ecological Measures**
- **Institutional Measures**

In nutshell, the evaluation of Ludhiana city on the basis of water demand management and Dublin principles showed that if water resources are used efficiently, the wastage of water can be considerably reduced. The prevalence of large number of illegal water connections in the city makes the situation rather more worse.

Best Practices in Higher Education

- A Quality Enhancement Initiative

*Chief Editor
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BEST PRACTICES: THRUST TO ELEVATE STANDARDS OF HEIS

Mr. Ashish Kumar*
Mr. Ashwani Jain*

Abstract

The paper chiefly focuses on strategies to elevate the academic, social, ethical and moral standards of students rather than just bringing excellent accreditation grades to an institution by NAAC. In context of environmental sustainability; protection of natural resources, amplification of greenery and competent disposal of waste is need of the hour. To create academic-community interface and transforming students into responsible citizens, service should be done by nungling with the society. Concept of equitable society must be taken under consideration through gender sensitization and taking care of the deprived section. Faculty empowerment will escort accolades to the institution. To cope with E-era, innovative teaching learning pedagogies and use of ICT seem to be most relevant. The "Make in India" initiative will be brought into practicality by developing entrepreneurship skills in students so that they become job givers rather than job seekers.

Literature Review

According to Szwajczewski M. (2008), Best practice is defined as a practice that has been shown to produce superior performance and the adoption of best practices is viewed as a mechanism for

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improving the performance of a process, business unit, product, service, or entire organization.
According to Leon, DeWeese&Kochan (2003), highly effective or innovative operating procedures and philosophies that produce outstanding performance when implemented"
According to Liu (2004), Any procedure which, when properly applied, consistently yields superior results is the Best Practice.
According to Melo, Pires and Taveira (2008), Benchmarking is a process of measuring your service's processes and performance and systematically comparing them to the performance of others in order to seek best practice.

Introduction

A best practice is some process or action which may not be done by an extraordinary, contemporary or some unique method/technique but the results brought by that process are consistent and superior in all aspects when compared to those acquired by other means. It sets up a benchmark against which other activities can be accounted. According to N'AAAC, "Best practices are quality enhancing academic/administrative/infrastructural strategies adopted by highly accredited institutions of higher learning in the present instance." There is no boundary to exercise best practices. Even there are no prescribed practices which are to be considered as the best practices. A best practice may be exclusive or distinctive of a particular institute. Any practice that resolves the academic/social/ethical issues or brings betterment in functioning of institute's curriculum or develops a friendly equation with ecosystem is the Best Practice. Some of such practices are put under light in the following part.

Guard of Natural Resources

Whether limited or unlimited, there is an end to each and every natural resource that we have. A rainwater recharge system should be there to restore the waste water. Entry of automobiles should be restricted to a certain limit rather the use of bicycles or battery

powered vehicles should be encouraged. There should be pedestrian friendly pathways. Plastic should be banned in all ways. Strict rules should be framed for switching off the lights, fans and other electrical gadgets of the classrooms. Principle of 3 R's should be followed. Solar panels should be installed and use of CFL and LED bulbs should be enhanced. There should be a periodic Energy audit, Green Audit and Environmental audit.

Steps towards Green Environment

In addition to the few conventional types, a large variety of trees of different type should be planted in the institution. There should be herbal garden, botanical garden, fruit Garden etc in the campus. A-forestation should be extended to faculty too. Not only the plantation but the task of nourishing and maintaining the plants and trees planted by students should be wholly-solely done by them in order to foster in them the love for environment and sense of responsibility towards nature. Not restricted only to campus, students should spread greenery in their residential areas as well as the regions surrounding their campus. Awards should be given to the activists for their encouragement.

Pertinent Waste Disposal

In view of environmental protection, human health and aesthetic concerns; different kind of waste i.e. Solid waste, Liquid waste, E-waste, Bio-medical waste etc. should be segregated and then treated in separate manners. For solid waste management, there should be separate dustbins to segregate biodegradable and non-biodegradable waste. Dry leaves, grass clipping, surplus food items, withered leaves and flowers, vegetables and fruits peels should be converted into manure by aerobic & anaerobic composting techniques. There should be filters or incinerators for disposal of water waste. Rain water recharge system should be installed. E-waste should be reduced, reused, recycled and recovered and should be sent to agencies for its relevant disposal.

Community Outreach

The playground of institution and the gymnasium, if had, should have an open access to the outsiders also. The facility of issuance of books from college library should also be there for the outsiders. The students periodically should visit the community and spread awareness about social evils and the way outs to get rid of the crisis. Donation of eatables, old clothes, monetary help to societies and NGOs by staff and students should be done under single account. There should be organization of medical camps for the community.

Privilege to Class IV employees

Class IV employees of the institution should be given free accommodation and food. There should be installed a common financial help box so that they can be given monetary assistance during their crisis. Medical insurance of them should also be done by the institution. They should be given hand-on information about government & non-government welfare schemes so that they can make maximum out of those schemes. New techniques should be taught to them so that they can earn extra income in addition to their job salaries

Faculty Empowerment Strategies

Faculty's growth implies institutions growth. Faculty should be encouraged for higher studies for which they should be aided with all kind of leaves and other facilities which they are liable to get. Financial aid in form of honorarium should be given to teachers for attending workshops and conferences. Teachers pursuing higher studies should be provided with less workloads. Orientation programs, FDPs, FIPs etc. should be the continuous activities conducted by the Institution.

Gender Equity

Mostly in co-educational institutions, the girl students are probable to face more problems whether social, medical or moral. The women empowerment should be an unceasing practice of the

institution. Women harassment cell, grievance redressal cell, Anti-ragging cell etc. should be constituted. Self defense training should be given to girls for their safety and self-reliance. Seminars, extension lectures and workshops should be conducted on the themes of Women rights, Legal awareness, Female health and hygiene, Female feticide, Women's Day etc. Common room facility and restroom should be there for their privacy, personal interaction, relaxation and recreational activities.

Innovative Teaching-Learning Pedagogies

In the era of globalization, the teaching should be done using ICT tools and online platforms like Google meet, Zoom, YouTube lectures etc. Multilingual mode of learning should be there for students. Remedial classes should be there for weaker section and booster classes should be there for creamy layer in which they should be given assignments and projects to hone research aptitude in them. Book reviews and critical analysis etc. should be exercised. Participation of students in extra and co-curricular activities should be promoted for the physical intellectual, ethical, social and cultural growth. Peer teaching and inductive method of learning can inculcate confidence in the students.

Inculcating Entrepreneurship Skills in Students

Not only educating the learners but inculcating in them the skills and abilities so that they can earn independently and become investors and entrepreneurs should be the chief objective of an institution. Providing practical training by running skill-based courses like Apparel designing, painting, cooking, web designing, multimedia, arts & crafts, beautician, health training, business management animal husbandry, photography etc. should be initiated in the institution.

Conclusion

Best practices performed by Higher Education Institutions to enhance quality of academics, raise socio-moral values, uplift standards of living, inculcate virtues of a responsible human being,

implant sense of welfare of society and environment and to produce pledged citizens will bring laurels to the institution and to the nation, eventually. Need of the hour is not only to boast about bringing the change but is to be the change as the "Mahatma Gandhi" says.

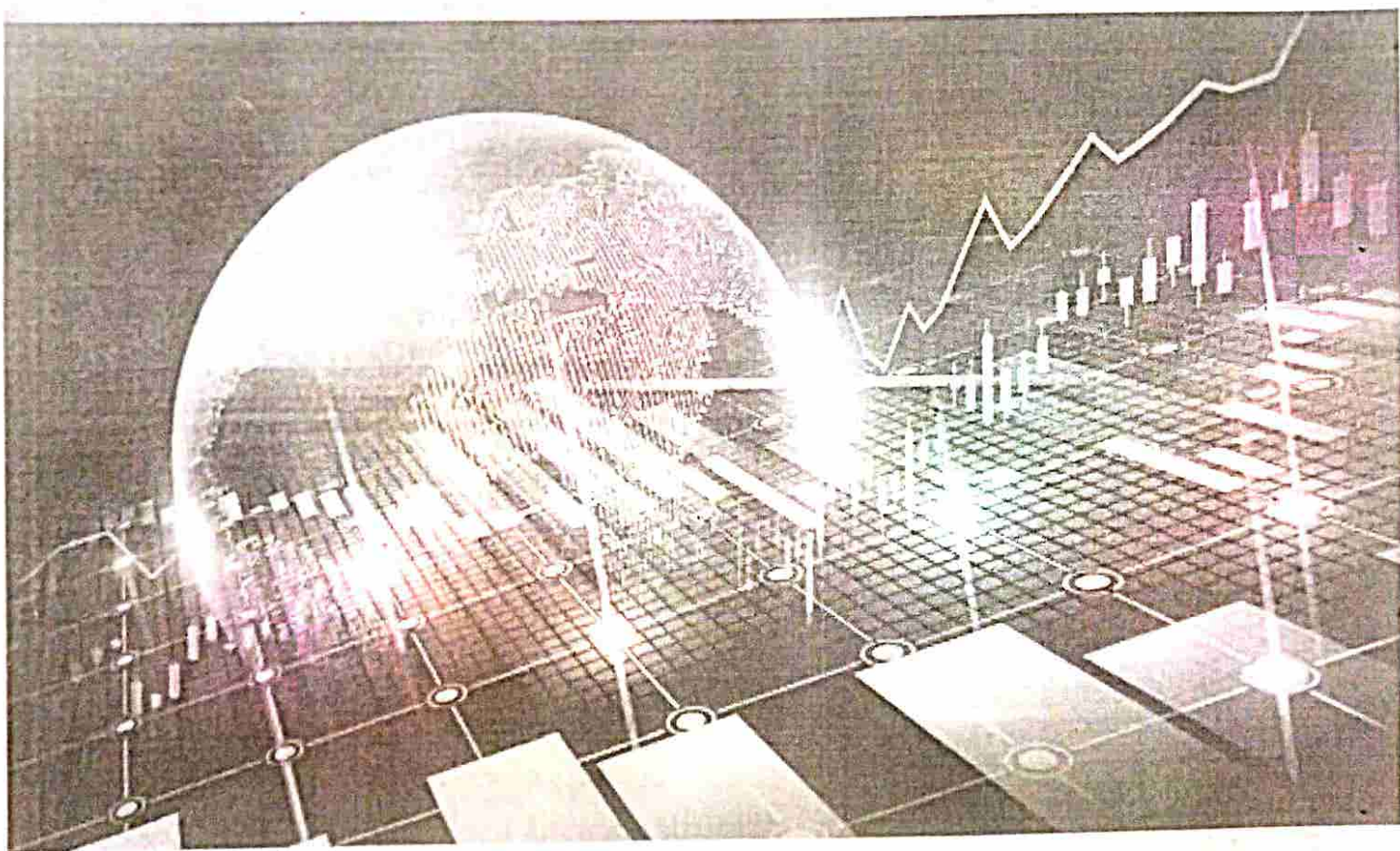
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Web Content trends and Analysis of libraries websites in Haryana State Universities: An evaluative study

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Abstract

This study aims to evaluate the website content of state university libraries to examine their services, features, library content available on social media, and research support services & guides available on the library website. A content analysis of 20 state university library websites was carried out. Certain standard parameters were used to evaluate the content. All data was gathered within a month. Results of the study revealed that, while university libraries provide some online services, such as remote access to e-journals and e-books, OPAC, and so on, many still lack services such as social media accounts and research support & guides. The study only included the library websites / webPages of state university libraries in Haryana. The study excluded private universities of the state. The findings of this study should aid in the evaluation of library websites and raise awareness of the importance of providing more services and features, allowing librarians and policymakers to improve future website usage.

Keywords State Universities, Academic libraries, Library website, Web features, Web Services, Web 2.0 services, Qualitative analysis

Introduction

The websites of academic libraries are valuable resources for content and outreach. They serve as convenient access points to library resources, information, and services.

Many fields have used content analysis to examine websites and many authors have researched library web content for a variety of reasons, with the majority of articles on library websites focusing on general library information, resources, and services. The evaluation of web content can help in the establishment of trends and standard practices, which can then be used to aid in future research and improvement of online library services.

Objectives

The purpose of this study is to evaluate the web content of websites of libraries at all state universities (all disciplines) in Haryana to determine how effectively these libraries use their websites to provide easy access to various resources and services to their clientele.

The objectives of the study are as follows:

- O1: To find out the services and facilities offered on the websites
- O2: To Find the major features, social media accounts of libraries, and research guides available on library websites
- Q3: To find out the accessibility of Web 2.0 social applications, such as blogs, Facebook, Instagram, or Twitter
- O4: To find out the rank of library websites of state universities

Scope of the Study

The present study covers the library websites of state

universities in Haryana. All the 20 government universities in various disciplines have been selected as listed in Table: 1

Name of the University	Abbreviated Name	URL
Bhagat Phool Singh Mahila Sahasrabidyalaya	BPSMV	http://www.bhagatmahilacollege.ac.in/default.aspx
V.K. Banga Lal University	CLLU	http://cllu.ac.in/
Chandigarh Univ. Lal University	CDLU	http://cdlu.ac.in/
Chandigarh Bhabha Singh University	CBSU	http://www.cbhu.ac.in/
Chandigarh Charan Singh Haryana Agricultural University	CSHA	http://www.chau.ac.in/
Deen Bandhu Chaitanya Ram University of Sciences & Technology	DHCRUST	http://www.dhcrust.ac.in/
Dr. B.R. Ambedkar National Law University	DNULU	http://dnul.ac.in/
Guru Jambhadrans University of Science and Technology	GJST	http://www.gjst.ac.in/
Gurgaon University	GU	http://gurgonuniversity.ac.in/
Indira Gandhi University	IGU	http://www.igu.ac.in/
J. C. Bose University of Science & Technology, YMCA	JCBUST	http://ymca.ac.in/
Kurukshetra University	KU	http://www.ku.ac.in/
Lala Lajpat Rai University of Veterinary & Animal Sciences	LPUVAS	http://www.lvu.ac.in/
Maharaja Pratap Horticultural University	MPHU	https://www.mhu.ac.in/
Maharaja Balmiki Sanskrit University	MBSU	https://www.mvau.ac.in/
Maharaja Durgawati University	MDU	http://www.mohanditak.ac.in/
Pandit Lakhoo Chand State University of Performing and Visual Arts (SUPVA)	SUPVA	https://supva.ac.in/
Pandit Bhagwat Dayal Sharma University of Health Sciences, Rohtak	PROSHS	http://www.ubhu.ac.in/
Shri Krishna AYUSH University	SKAU	https://skau.ac.in/
Shri Yashwantrao Skill University	YSU	https://ysu.ac.in/

Table: 1 – List of state universities in Haryana

Review of Literature

Academic library websites must contain information about libraries and library services such as OPACs, electronic databases, digital collections, and tutorials, etc. Users can ask reference questions online, search databases, request interlibrary loans online, and access academic articles electronically, so they must act as information gateways. (Agarney, 2012, Shukla, 2017).

A library website is important for the library as well as for the users as it showcases the library resources, services, and other features, and makes the availability of library e-resources and other services to the users. The library website is an open forum to the community and a real mirror of the library and its services. It plays an important role in providing e-resources and utilizing library services.

Content analysis of library website is continuous for analyzing the services and resources being offered digitally through the library website, and Collection, Web 2.0 applicability, virtual reference service, website language coverage, visitors service, number of institutional repositories, and software utilized (digital library or content management software), accessibility, accuracy, currency, and user-friendliness are the major parameters for the comparison of library websites. (Rehman and batcha, 2020, Chowdhcy and Das, 2021). Domain and page authority, top followed links to the site, spam score, internal and external followed links, total links, total linking domains and followed linking domains, and web impact factor (internal, external, and simple) are also some of the parameters that were studied to analyze the accessibility and usability of library websites (Brahma, Verma, and Sinha (2019).

Various evaluation criteria such as Structure, Content, Services, Parameters of Information Gathering, Graphics and Multimedia, Aesthetic Value, accuracy, recency, updates, availability of library services, user-friendliness, etc were developed to analyze the library website/webpages (Devi and Verma 2018, Devi and Verma 2016, Riley-Huff 2012, Kalra and Verma 2011)

Villanueva, Dolom and Belen (2018) found that the library websites' "About Us" sections are promotional in both authoritarian and inclusive ways.

Rehman and batcha (2020) found that none of the library websites/webpages included social networking tools, feedback, or regular updates, and they could not also provide

question papers, news clippings, user manuals, or a single-window search.

There is a need to create a distinct type of library website that will produce well-organized content and provide higher-quality services to meet the information needs of academic users. (Mandrekar and Rodrigues, 2021)

Library websites need to be improved and those library websites should be updated regularly, taking accessibility and other factors into account. (Wasan and Chakravaty, 2018, Devi and Verma, 2018). Web developers can create more usable and user-friendly websites by avoiding usability and design issues identified through usability testing. (Peker, Kucukozer-Cavdar, and Cagiltay, 2016, Stephen, 2021).

The need of the hour is to design and develop a distinct type of library website that includes resources and services from their libraries as well as links to other libraries. (Hugar, 2019).

To make users aware of the currency of the material they are using for research and other purposes, libraries should present various contact information and the uploading date, which should be mentioned on the library websites. (Haridasan and Uwesh (2014,)

To reflect changes in user behavior, technology, and IT resources, the information on the university library website must be evaluated and analyzed regularly, taking into account the website's contents, structure, and design. (Yumnam and Singh, 2021).

Methodology

For the study, a checklist based on previous studies by various authors The websites/webpages of the universities under consideration were scanned thoroughly for 'availability' or 'non-availability of particular services and features on the website/ webpage.

The score (1) was given for 'Available' and (0) for 'Not Available'. The collected data have been presented in tabular

form and calculated for ranking of the library website.

Analysis

According to the UGC, Haryana has 20 state universities, including one exclusively for women, one agriculture university, one national law university, one veterinary and animal sciences university, one horticultural university, one Sanskrit university, one state university of performing and visual arts, one Health Sciences University, one AYUSH university, one skill university, three science and technology universities, and seven multidisciplinary universities.

Statistical methods were used to organize and tabulate the collected data. The study is based on the analysis and interpretation of data accumulated through the checklist.

O1: To find out the services and facilities offered on the websites

Each library website was evaluated on 29 parameters for library resources, services, features, library accounts on social media, and research guides. Some of these parameters are similar to those earlier evaluated by Wilson (2015).

Table: 2 describes the details of access to various library resources and services provided through the university websites. Most of the libraries under study are having e-Journals, database availability, and link to other important links 16 (80%), Remote Access facility 11 (55%), OPAC facilities 9(45 %). The study also reveals that the other services, such as e-Question papers, e-Shodhsindhu, single-window search, ILL/Document Delivery, etc are the least used whereas Newspaper Clippings and FAQs services are not being provided by any of the libraries.

Library resources and services	No. of Libraries having the facility	%age
OPAC	9	45%
E-Journals	16	80%
Databases	16	80%
Link to other Websites	16	80%

FAQ's	0	0%
Library Photo/Video	5	25%
Single window search	4	20%
Ask a Librarian	1	5%
Newspaper clipping	0	0%
Question Paper	3	15%
Remote access	11	55%
e-Shodhsindhu	3	15%
ILL/document delivery	2	10%

Table: 2: Library resources and services

O2: To Find the major features, social media accounts of libraries, and research guides available on library websites

The data analysis of Table: 3 and Table: 4 evaluate the various features of university library websites/webpages using the chosen criteria. The results depict that one university with the most i.e. 5 out of 6 (83.33%) features whereas **three universities** are having 4 (66.66%) services. two universities with 3 (50%), having 2 features whereas **six universities** with only one feature on their library websites. **Seven universities** do not have any such feature on their website/webpage.

In the case of feature-wise analysis, we can see that Direct Link to the library website/webpage is the most adopted feature with 13 (65%) libraries. Registration / Login facility is available in 6 (30%) libraries whereas keyword searches and downloads forms facility are available in 5 (25%) libraries. Feedback facility is provided by only 2 libraries whereas libraries accounts on social networking sites are not available by any of the universities.

Name of the Feature	No. of libraries having the feature	%age
Registration/ Login	6	30%
Direct Link	13	65%
Download forms	5	25%
Feedback	2	10%
Keyword Search	5	25%

Table: 3 – Feature-wise analysis of library website

Major Features						
Name of University	Registration/ Login	Direct Link	Download forms	Feedback	Keyword Search	Total Score
BPSMV	0	1	1	0	0	2
CBLU	0	1	0	0	0	1
CDLU	0	1	0	0	0	1
CRSU	0	0	0	0	0	0
CCSHA	1	1	0	0	1	3
DBCRUST	1	1	0	1	0	3
DBRANLU	0	0	0	0	0	0
GJUST	0	1	0	0	0	1
GU	0	0	0	0	0	0
IGU	0	1	0	0	0	1
JCBUST	1	1	1	1	1	5
KU	0	1	0	0	0	1
LLRUVAS	0	0	0	0	0	0
MPHU	0	0	0	0	0	0
MBSU	0	0	0	0	0	0
MDU	1	1	1	0	1	4
SUPVA	0	1	0	0	0	1
PBDSUHS	0	0	0	0	0	0
SKAU	1	1	1	0	1	4
SVSU	1	1	1	0	1	4
Total Score	6	13	5	2	5	

Table: 4 – University-wise analysis of features

Q3: To find out the accessibility of Web 2.0 social applications, such as blogs, Facebook, Instagram, or Twitter

Social media accounts play a vital role in the marketing of library resources and services, and hence are very important in this digital era.

The results in Table: 5 and Table: 6 show that there is no awareness of the use of social media networking for the marketing of library services. Only 2 universities have their accounts on Instagram and a single library is active on

Facebook. Also, there is a huge lacking of research support services among the libraries. Likewise, only one library is providing the virtual library tour for their users.

Facility	No. of Libraries	%age
real-time online		
reference chat services	0	0%
Library blog	0	0%
Library Twitter	0	0%
Library Facebook	1	5%
Library Instagram	2	10%
Subject guides	0	0%
Citation guides	1	5%
Course guides	0	0%
Copyright guides	0	0%
Plagiarism guides	3	15%
Library virtual tour	1	5%

Table: 5 – Facility-wise analysis

Name of the University	Social Media and Research Guides											Total Score
	reference chat services	Library blog	Library Twitter	Library Facebook	Library Instagram	Subject guides	Citation guides	Course guides	Copyright guides	Plagiarism guides	Library virtual tour	
BPSMV	0	0	0	0	0	0	0	0	0	0	0	0
CBLU	0	0	0	0	0	0	0	0	0	0	0	0
CDLU	0	0	0	0	0	0	0	0	0	0	0	0
CRSU	0	0	0	0	0	0	0	0	0	0	0	0
CCSHA	0	0	0	0	0	0	0	0	0	0	0	0
DBCRUST	0	0	0	0	0	0	0	0	0	0	1	1
DBRANLU	0	0	0	0	0	0	0	0	0	0	0	0
GJUST	0	0	0	0	0	0	0	0	0	1	0	1
GU	0	0	0	0	0	0	0	0	0	0	0	0
IGU	0	0	0	0	0	0	0	0	0	0	0	0
JCBUST	0	0	0	0	0	0	0	0	0	0	0	0

KU	0	0	0	1	1	0	0	0	0	0	0	2
LLRUVAS	0	0	0	0	0	0	0	0	0	0	0	0
MPHU	0	0	0	0	0	0	0	0	0	0	0	0
MBSU	0	0	0	0	0	0	0	0	0	0	0	0
MDU	0	0	0	0	1	0	1	0	0	1	0	3
SUPVA	0	0	0	0	0	0	0	0	0	1	0	1
PBDSUHS	0	0	0	0	0	0	0	0	0	0	0	0
SKAU	0	0	0	0	0	0	0	0	0	0	0	0
SVSU	0	0	0	0	0	0	0	0	0	0	0	0
Total Score	0	0	0	1	2	0	1	0	0	3	1	

Table: 6 – Library-wise analysis of facilities

O4: To find out the rank of library websites of state universities

The ranking of state university libraries in Haryana state are listed in Table: 7. The ranks are provided based on score points obtained by the library websites/webpages based on the availability of web content. It is observed that MDU is on the top of the ranking with a score of 15 whereas KU is second in the ranking with a 14 score. JCBUST is third in the ranking with a score of 13, and SVSU is on the fourth-ranking with a score of 11 while 2 universities, CDLU, DBCRUST, and CCSHA have a score of 9 and are fifth in the ranking. 3 universities with a score of 8 are on 6th ranking whereas CBLU and GJUSTa are on 7th rank with a score of 7. Likewise, BPSMV and SUPVA are 8th in the ranking with a score of 6 whereas LLRUVAS is 9th with a score of 4. MPHU is 10th in the ranking while GU is 11 with a score of 1 only. CRSU, DBRANLU, and MBSU could not fetch any score and are 12th in the ranking.

Ranking of the universities

Name of the University	Score	Ranking
MDU	15	1
KU	14	2
JCBUST	13	3

SVSU	11	4
CDLU	9	5
CCSHA	9	5
DBCRUST	9	5
IGU	8	6
PBDSUHS	8	6
SKAU	8	6
CBLU	7	7
GJUST	7	7
BPSMV	6	8
SUPVA	6	8
LLRUVAS	4	9
MPHU	3	10
GU	1	11
CRSU	0	12
DBRANLU	0	12
MBSU	0	12

Table: 7 – Ranking of universities

Major Findings

- Libraries' accounts on social networking sites are not available by any of the universities.
- There is no awareness of the use of social media networking for the marketing of library services.
- Only 2 universities have their accounts on Instagram and a single library is active on Facebook. There is a huge lacking of research support services among the libraries.
- Only one library is providing the virtual library tour for their users.
- MDU is the top-ranked university providing the best library website services in the state.
- 3 universities do not provide any facility or library

- website services
- Most of the libraries (80%) are having e-Journals, database availability, and link to other important links.
- Remote Access to e-resources facilities is provided by 55% of universities.
- WebOPAC/OPAC facility is provided by only 45 % of universities.
- e-Question papers, e-Shodhsindhu, single-window search, ILL/Document Delivery, etc are the least used services
- Newspaper Clippings and FAQs services are not being provided by any of the libraries.
- Only one university is with the most i.e. 5 out of 6 (83.33%) features whereas three universities are having 4 (66.66%) services.
- Seven universities do not have any such feature on their website/webpage.
- Direct Link to the library website/webpage is the most adopted feature with 65% of libraries. Registration / Login facility is available in 30% libraries
- Keyword search and download forms facility are available in 25% of libraries.
- Feedback facility is provided by only 2 libraries

Conclusions and Recommendations

The results show that most of the university libraries provide some online services, such as remote access to e-journals and e-books, OPAC, and so on, many still lack services such as social media accounts and research support & guides. Thus, it can be concluded that most universities do not fulfill the requirements of a model library website, and are in the developmental stage.

The study only included the library websites / webPages of state university libraries in Haryana. The study

excluded private universities of the state. The findings of this study should aid in the evaluation of library websites and raise awareness of the importance of providing more services and features, allowing librarians and policymakers to improve future website usage.

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