



**A STUDY OF EDUCATIONAL LIBRARIES COLLECTION DEVELOPMENT
IN INDIA: AN METHOD TO INFLUENTIAL THE NUMBER OF COPIES FOR EDITING**

Dr. K. Shanmukhappa

Librarian, R.S. College of Management and Science, Bangalore.

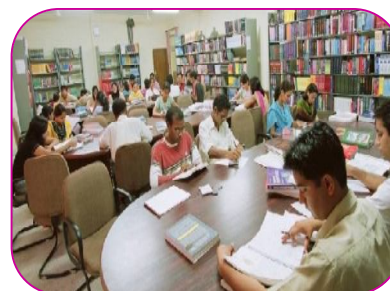
ABSTRACT

Academic libraries have many challenges in compilation development, and one of them is the problem of determining the number of copies of certain books required in multiple copies in a library. In the present study, five major academic libraries in New Delhi were surveyed to understand the prevailing policies and methods for determining the number of copies required in multiple copies. There was a lack of consistency in the approach to determining the number of copies in the libraries studied. It was later noticed that all the libraries made arbitrary decisions on how many copies to buy. The paper discusses the method developed to determine the number of copies. This method has been applied in an academic library under study which has been found to be more effective in determining the number of copies required when combined with other measures.

KEYWORDS: *Development Collection, Multiple Copies, Academic Library.*

INTRODUCTION

Collection development is one of the most important activities of a library and information center, be it small and special, large and educational or spread across multiple sites. The design and size of the collection is a major determinant of the importance, value and quality of the library. At the root of all collection development in libraries, the goal is to purchase materials that will meet the different needs of their users. As defined by Evans, the process is to ensure that the library meets the information needs of its users' population in a timely and economical manner, using information resources generated inside and outside the organization. The process involves a number of factors including the goals of the library, the needs of the patrons, the strengths and weaknesses of the current collection, and the tools to identify relevant and quality material. Over the past decade, India has seen a huge increase in educational institutions in engineering, technology and other fields. These institutions charge much higher than the current old university system where basic science, arts and humanities subjects are taught. The libraries of these new institutions have taken a number of steps to facilitate their key stakeholders, such as having a book bank that allows the issuance of a certain number of books for the entire semester, increasing the credit limit. As a result, libraries want to get many copies of many books. But the decision on the number of copies of a book to be obtained for libraries is largely based on the assumption of expected use, availability of funds or even physical space.



PROBLEMS AND DEVELOPMENT COLLECTION PRACTICES:

Collection development in an academic library is a two-way process involving professors and librarians. Thus, informal communication between the librarian and the professor is necessary to cultivate a conscious relationship for the collection development process to be effective. Unlike educational libraries in the Western world, Indian educational libraries do not have subject matter librarians. Thus, there is a shortage of staff in the library who are in constant touch with teachers and students to understand their needs and expectations and make significant contributions to collection development. In most libraries, this is still a rigorous process that follows a hierarchical approach. Therefore, almost all the recommendations come from the professors and are sent through the concerned department head / dean before reaching the library. Generally, the Library Advisory Committee (LAC) makes the final decision on what items to purchase for the library. In most Indian libraries, the chief librarian and in some cases the editing librarian are primarily responsible for collection development⁵. But, the chief librarian is 'deprived and burdened' by other duties as he has to spend a lot of time in many administrative and planning tasks and he has very little time to understand the needs of the students. Existing librarians have very little time to read and update user needs. Previously, many librarians had practiced the method of routing in which the emphasis was on getting any new incoming material from the library to the shelf after navigating through the librarian's desk. This has helped librarians to develop a broader view of the world of knowledge as well as to understand the needs of users. But nowadays, the advents of e-forms of literature, attention to the use of IT in libraries, and general apathy towards reading have limited the majority of librarians to practice the earlier routing system.

The editing librarian mainly performs administrative functions only as nodal points. He / she receives recommendations from professors / students, checks existing collections to avoid duplication, compiles a list of recommended materials, selects vendors, places orders with vendors, etc. Many of them don't even get enough training for huge and complex handling. Collection development work. The knowledge gathered from LIS training also helps them as any library around the world teaches the nuances and intricacies of school collection development. Collection development should not be seen as just an administrative task. It is also an intellectual endeavor, and one should look at the collection as a basic intellectual structure, not just as an aggregation of material objects. Thus, an important aspect of the development of the collection of the intellectual contribution of the librarian or the 'competence inherent in the role of many librarians' is the lack of awareness of the needs of the students in our system. The sections of the library that can help librarians a lot in the development of the collection are the loan / dissemination and reference sections, as they witness the most interaction between users and the library. The regular interaction between the staff and users of these departments gives them an approach that can complement a discipline. Professors may know what they are hiring and what students need, but librarians know that students are able to find out before making changes to their subject. However, in most cases, the editing department / librarian has a weak relationship with the convergence / loan / reference departments which are in the best position to understand the demands of the students / teachers.

Although stock verification is done at short intervals in the Indian library system, collection analysis / evaluation is not done much. Effective collection analysis and evaluation provides quantitative and qualitative data to evaluate the usefulness and usefulness of library holdings. The interaction with many librarians shows that the lack of staff in Indian libraries as well as the availability of standard guides like World-Cat Collection Analysis Tool discourages them from carrying the burden of collection evaluation as collection analysis is very costly, time consuming and labor intensive. In the limited system of human resources / professionals in Indian libraries, librarians generally expect reviews to select library materials. But, in India, there are no official reviews for textbooks related to the curriculum that are mainly required by undergraduate students. Although in the USA, official tools like Choice: Current Review for Academic Libraries play an important role in archiving development. Getting multiple copies of printed textbooks in this situation poses several challenges:

- In principle, multiple copies of the textbook should be decided where the degree of fitness is significant according to the needs of the users and the best possible material according to the needs of the

students. Otherwise, these newly purchased materials will remain unused and occupy less space in the library. In many libraries, it has been found that a large number of titles were previously purchased in several copies, but they were not used much. This forces many librarians to move this almost unused material either to remote storage or to a less circulating compact storage area. Unfortunately not all libraries have offsite storage or compact rack facilities. Furthermore, long-term storage of nearly unused books in more than one copy does not accomplish much. This naturally demands removal of weeds from this obsolete material. But removing many copies of books that are rarely used is a difficult task and can in all likelihood lead to severe criticism from auditors. This can also raise questions about the librarian's responsibility and integrity.

- The situation demands a rational approach in determining the number of copies to be purchased. Publishers mostly work in the commercial world and work hard to make a profit. In a highly competitive market, they always try to get more copies, and the selection of library materials is generally more or less unplanned, with political and economic interests not always high. In this case, leaving everything (i.e., number of copies to be purchased, titles to be obtained) to the professor may jeopardize the overall goal of the library.
- It requires a large part of the budget, once a scarce resource is spent on one choice, the other remains incomplete.

MEASURES APPLIED IN IGDТУW LIBRARY:

The library is trying to follow the above formula to determine the maximum number of copies of a particular title. The above mathematical formula is very useful when the library receives a request to get several titles in a subject. In applying the above formula, practical limits are created in determining the weightage of the course subject in a given semester. For this, the library has adopted a composite policy. Whenever a new subject / course is started, the Library Curriculum Coordinator / Relevant Professor is requested to indicate a maximum of three major topics in the subject which can be used by the students for the subject, so that they can be found in multiple copies. Even then, the library initially buys at least five copies and goes for additional copies after seeing the needs of the students. For subject books already taught in the semester and available in the library, two consecutive years for the semester are used to determine the weightage of data subjects when a large number of copies of several titles are recommended to purchase.

Another problem arises when a given title is required by students of other courses at the same time. For example, 3rd semester students of Mechanical and Automation Engineering (MAE) as well as Electronics and Communication Engineering (ECE) students needed computer language programming through C at the same time. In that case, the maximum value and the maximum value for the 3rd semester for the MAE or the ECE for the 3rd semester are compared and initially the higher value is taken as the ceiling for the purchase. Feedback was then collected from the Convergence Department as well as from the students. When it was observed that more copies were required, additional copies were procured in phases keeping in view the demand structure as per the total requirement of the two departments. But it has been found that rarely the total needs of two departments are needed because there are other books on the same subject that meet the needs of the students.

The majority of university-prescribed textbooks published by Indian publishers are not available in e-forms. A small experiment was done to evaluate the usefulness of e-books. In the experiment, e-copies of four textbooks, which were in high demand, were placed on the library's servers for download and for use on campus. It turned out that despite significant downloads of e-copies, student demand for the print version remained almost the same. Student feedback shows that they use e-copy when hard copies of textbooks are not available, and most students prefer to read from printed versions of textbooks.

In order to reduce the dependence on faculties, many communication mediums are being used to reach out to students and researchers. This includes the recommendation by OPAC; Group e-mailing system with links to e-recommendation forms that create a permanent link between Google Docs, social networking

sites and library blogs. As a result, student participation in the book recommendation process has nearly tripled. Whenever a new title is recommended in multiple copies by a temporary professor, the situation of library holding on the same subject is presented to the concerned professor and then data on the availability of other titles on the same subject is collected in the market. As well as from other peer libraries. In most cases, the library staffs of libraries provide valuable information related to the most used topics on the subject.

CONCLUSION:

Purchasing multiple copies of books requires librarians to take ownership of the collection development. At the end of the day, the librarian is responsible for the quality and performance of the library's collection. If the collection is deemed insufficient by an accredited agency, librarians, rather than professors, will be asked to take appropriate steps to improve it. Librarians / Acquisitions staff should also make conscious and continuous efforts to utilize the skills of the faculty as it is essential for the health of the collection. Constant interaction with faculty and students as well as regular scanning of incoming materials has the potential to give them a broad perspective as well as to enlighten them on new developments which helps them to play a major role in collection development. It also underlines the need for subject librarians in the Indian educational library system. Thus, instead of just being an administrative officer, librarians can contribute intellectually to the health of the collection.

REFERENCES:

1. Giri R., Sen B.K., and Mahesh G. Collection Development in Indian Academic Libraries: An Empirical Approach to Determine the Number of Copies for Acquisition, DESIDOC Journal of Library & Information Technology, Vol. 35, No. 3, May 2015, pp. 184-192.
2. Bodi, S. & Maier-O'Shea, K. The Library of Babel: Making sense of collection management in a postmodern world. Journal of Acad. Lib., 2005, 31(2), 143-50.
3. Chu, F.T. Librarian-faculty relations in collection development. J. of Acad. Lib., 1997, 23(1), 15-20.
4. Clayton, P. & Gorman, G.E. Managing information resources in libraries. Collection management in Theory and Practice. Facet Publishing, London, 2006.
5. Henry, E.; Longstaff, R. & Van Kampen, D. Collection analysis in an academic library. Collection Building, 2008, 27(3), 113-17.
6. Neville, R.; Williams III, J. & Hunt, C.C. Faculty-library teamwork in book ordering. Coll. & Res. Lib., 1998, 59(6), 523-32.