

## Collection Development Policy (Reference to Engineering College Libraries in Bangalore)

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### Abstract

In the present paper an attempt has been made to discuss about the collection development policies of engineering colleges. The study also identifies the users needs and suggests collection development policy to correspond with their needs. The need for a study on collection management policy and process being practices in libraries with special reference to academic libraries in Bangalore has been identified and the same has been taken up a project work, so that the outline of such a study may be fully understood and the practices thus identified may be followed by the libraries for enhancing the quality of the service being offered in Academic libraries.

**Keywords:** Collection development; Academic libraries; Conventional documents; Non-conventional documents.

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### Introduction

Libraries is the centre of any academic setting. While class-room teaching provides a glimps of knowledge, the libraries disseminate a wide range of knowledge which is required to attain intellectual heights.

Traditional libraries have some set of rules framed for the library collection development. These rules are no longer relevant in the present times, due to advancement in technology. Hence majority of the Engineering College libraries of the developed countries have formulated "Collection Development Policy" to build the balance collection as per the policy.

The change from print to digital has lead to development of new policies or to amend the existing policies to suit the environment.

### Methodology

Case Study method is to intensive investigation of a particular unit, while case work relates to the development procedure that follows the diagnosis. Case study method used in the study

#### *What is the Collection Development?*

The concept of collection development, or materials acquisition, has been evolving recently to that of collection control or collection management. This concept encompasses the design of a process for selection bibliographic materials to meet the needs, goals, objectives, and priorities of a library.

Encyclopaedia of library and information science says "Library Collection is the sum total of library materials- books, manuscripts, serials, government documents, pamphlets, catalogues, reports, recordings, microfilm reels, micro cards and microfiche, punched cards, computer tapes, etc. That make up the holdings of a particular library"

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### *Objectives of Collection Development*

Primary objectives of the collection development are:

- Assess the user needs in accordance to scientific principles
- To support the teaching learning and research endeavours of organization
- Proper allocation of resources
- Periodical review of the collection for weeding out mutilated, unwanted and outdated documents
- Prepare a set of procurement policies fulfilling the objectives of parent body.

### *Collection Development Policy*

Collection Development Policy is the course of action adopted for developing the collection or stock in library. A policy can be unwritten convention or written documents.

The American Library Association's Collection Development Committee when preparing

"Guidelines for the formation of collection development policies" assumed that "a written collection development policy is for any library a desirable tool which enables selectors to work with greater consistency towards defined goals, thus shaping stronger collection and using limited funds more wisely".

### *Advantages of CDP*

It is always better that the Collection Development Policy is in written form. From time to time the library may have to review its CD policy due to policy changes of the funding agencies or the parental organizations. But, by and large many aspects many remain the same.

Several authors like Katz, Magrill and Hickey mentioned the advantages of a written Collection Development policy. Their views can be summarized as follows:

### *A Collection Development Policy*

- Expresses openly its relationship with the objectives of the parent organization/library
- Forms the basis for planning collection development
- Provides practical guidance in day to day selection of reading materials free from personal bias
- Helps in determining the best method of acquisition
- Helps in making best use of resources
- Assists in establishing methods of reviewing materials before purchase.

### *Components of Collection Development Policy*

Earlier we have seen that basing on certain guiding principles a CDP should cover the selection and acquisition policies; the evaluation programme; the storage and weeding policies and the resource sharing and networking programmes.

In a summarized form Katz listed the various components of a collection development policy as follows:

- Objectives of the Library
- Philosophy of the Library
- Purpose of the Library
- Brief Description of the community
- Type of materials exclude
- Statement of handling gifts
- Who is legally responsible for the operation of the library and selection of materials.

### *Analysis and Interpretation of the Data*

In this section an attempt has been made to analyze and interpret the data collected in relation to collection development policy and process of college libraries. In this section the collected data has been analyzed and presented in the form of table.

| Sl. No       | Type           | No        | %          |
|--------------|----------------|-----------|------------|
| 1            | UG             | 13        | 26         |
| 2            | PG             | 27        | 54         |
| 3            | Both UG and PG | 10        | 20         |
| <b>Total</b> |                | <b>50</b> | <b>100</b> |

| Sl. No       | Through               | Number    | %          |
|--------------|-----------------------|-----------|------------|
| 1            | Committee             | 32        | 64         |
| 2            | Individual            | 16        | 32         |
| 3            | Supplied on their own | 2         | 4          |
| <b>Total</b> |                       | <b>50</b> | <b>100</b> |

| Sl. No       | Existence         | UG        | PG        | UG and PG | Total     |
|--------------|-------------------|-----------|-----------|-----------|-----------|
| 1            | Less than 5 years | 2         | 2         | 4         | 8         |
| 2            | 5Yrs-10 Years     | 4         | 3         | 1         | 8         |
| 3            | 10Yrs-15 Years    | 3         | 8         | 4         | 15        |
| 4            | Above 15 Years    | 4         | 14        | 1         | 19        |
| <b>Total</b> |                   | <b>13</b> | <b>27</b> | <b>10</b> | <b>50</b> |

| Sl. No       | Years of Existence | UG %      | PG %      | UG and PG % | Total %    |
|--------------|--------------------|-----------|-----------|-------------|------------|
| 1            | Less than 5 years  | 4         | 4         | 8           | 16         |
| 2            | 5Yrs-10 Years      | 8         | 6         | 2           | 16         |
| 3            | 10Yrs-15 Years     | 6         | 16        | 8           | 30         |
| 4            | Above 15 Years     | 8         | 28        | 2           | 38         |
| <b>Total</b> |                    | <b>26</b> | <b>54</b> | <b>20</b>   | <b>100</b> |

From the above table, we can infer that out of 50 respondents who were administered the questionnaire, 13 institutions belong to the category of those offering only Under Graduate Courses, 27 offering Post Graduate Courses and remaining 10 institutes offering Both UG and PG courses. From this we conclude that 26% belong to the Under Graduate Institutes, 54% belong to the Post Graduate Institutes and 20% belong to the Institutes having both Under Graduate and Post Graduate courses.

With regard to the number of years of existence in the Education line, looking at the table we can conclude that 2 UG Institutes out of 13 institutes offering Under Graduate

Courses and 2 out of 27 Institutes offering only Post Graduate Courses and 4 out of 10 Institutes offering both Under graduate and Post Graduate Courses respectively are just in the field for just less than 5 years. We can also see that 4 UG Institutes out of 13 Institutes offering Under Graduate Courses and 3 out of 27 Institutes offering Only Post Graduate Courses and 1 out of 10 Institutes offering both Under Graduate and Post Graduate Courses respectively are just in the field for more than 5 years but less than 10 years.

Regarding procurement of Academic requirements for the Library, we can infer

| Sl. No       | Collection Policy | UG        | PG        | UG and PG | Total     |
|--------------|-------------------|-----------|-----------|-----------|-----------|
| 1            | YES               | 3         | 22        | 3         | 28        |
| 2            | No                | 10        | 5         | 7         | 22        |
| <b>Total</b> |                   | <b>13</b> | <b>27</b> | <b>10</b> | <b>50</b> |

| Sl. No       | Collection Policy | UG %      | PG %      | UG and PG % | Total %    |
|--------------|-------------------|-----------|-----------|-------------|------------|
| 1            | Yes               | 6         | 44        | 6           | 56         |
| 2            | No                | 20        | 10        | 14          | 44         |
| <b>Total</b> |                   | <b>26</b> | <b>54</b> | <b>20</b>   | <b>100</b> |

from that 32 of the respondents expressed that the procurements are being after a committee approves the same, 16 of the institutes are procuring on the individuals decision which is mostly after getting requisitions from the respective subject teachers and in the case of 2 institutes the suppliers of the books and other such materials supply them on approval basis

Collection development, the above table indicates that 3 institutes out of 13 offering under graduate Courses, 22 institutes out of 27 offering Post Graduate Courses and 3 institutes out of 10 offering both under graduate Courses and Post Graduate Courses are having a policy well collection development and weeding. The particulars as highlighted in the above table are being presented in the following table with percentage analysis depicted in it.

Regarding Collection Development policy being adopted for various types of Documents, 3 out of 13 UG institutes, 22 out of 27 PG institutes and 6 out of 10 institutes offering both UG and PG courses are having Collection Development Policy for Conventional documents 2 out of 13 UG institutes, 20 out of 27 PG courses are having Collection Development Policy for Neo-Conventional Documents, 3 out of 13 UG institutes, 18 out of 27 PG institutes and 2 out of 10 institutes offering both UG and PG courses are having collection Development Policy for Non-Conventional Documents, and out of 13 UG institutes, 22 out of 27 PG institutes and out of 10 institutes offering both UG and PG courses are having Collection Development Policy for Meta Documents.

**Table 8: Meeting out the needs of the students and staff in terms of**

| Sl. No | Requirements                    | Individual | Committee | Ad hoc purchase | Total |
|--------|---------------------------------|------------|-----------|-----------------|-------|
| 1      | Students texts                  | 10         | 86        | 4               | 100   |
| 2      | Books currently published       | 6          | 88        | 6               | 100   |
| 3      | Series                          | 8          | 92        | 0               | 100   |
| 4      | Currently Published periodicals | 0          | 94        | 6               | 100   |

The particulars regarding purchase of other materials for the library, the date are given in the above table. Almost all non-book materials are being procured after the approval by a committee. Only very few out of 50 institutes interviewed are procuring by individual decisions and on adhoc basis. The above data

a has been given in the Questionnaire and for the purpose of Analysis GARRETT RANKING TECHNIQUE was used to rank the factors considered important for procurement purpose, the result of which are reproduced below.

|                        |                               | Data for Library-percentage wise |                 |       |
|------------------------|-------------------------------|----------------------------------|-----------------|-------|
| Percent position:..... |                               | Committee                        | Ad hoc purchase | Total |
|                        |                               | %                                | %               | %     |
|                        |                               | 86                               | 4               | 100   |
|                        | Nij                           | 88                               | 6               | 50    |
|                        |                               | 92                               | 0               | 100   |
|                        |                               | 90                               | 2               | 100   |
|                        |                               | 88                               | 8               | 100   |
| 6                      | Purchase from other countries | 100                              | 0               | 100   |

procurement of various materials-both book material and non book material for the Library, the respondents were asked to rank the criteria

Majority respondents who were administered the questionnaire majority of them belong to the category of those offering only post Graduate Courses,

followed by Under Graduate Courses and both UG and PG courses.

- With regard to the number of year of existence in the Education line, majority of them belonging to institute of more than 15 years of existence
- Regarding procurement of Academic Requirements for the Library, majority of the institute procure after a committee approves the same
- Collection Development majority of the Post Graduate Courses and both Under Graduate Courses and Post Graduate Course are having a Policy for collection development and weeding.
- Regarding CDP being adopted for various types of documents, majority of the are having collection development policy for Conventional Documents, Neo-Conventional Documents, Non-Conventional Documents and for Meta documents.

#### *Recommendation*

- For a modern library it is a question of money and space to get all new documents which are relevant and useful. Particularly space of keeping the documents ha become a major problem for academic libraries
- A Clear and well planned weeding out policy for free fair weeded out of documents
- Documents procured will have to be arranged in the library s per subjects
- Subject approach of the user can be satisfied by arranging the document in a library on the basis of subject analysis of the through content of the document.

- Library collection factors implies on space, furniture, equipment etc
- More reference collection should be added to the academic libraries.

#### **Conclusion**

At the end of the 20<sup>th</sup> century College and university libraries face enormous challenges and opportunities. As campuses move into the information age, the mission and role of the library is being redefined. While the amount of information libraries need to acquire continues to increase, the resources available to do so are inefficient.

The collection development policy in academic libraries has been discussed elaborately and suggested some policies to be adopted. As the CDP should be a need based according to the need of the users.

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