



Collection Building

A study on collection development and its organizational pattern of university libraries in Uttar Pradesh (India)

Abdul Mannan Khan

Article information:

To cite this document:

Abdul Mannan Khan , (2016), "A study on collection development and its organizational pattern of university libraries in Uttar Pradesh (India)", Collection Building, Vol. 35 Iss 1 pp. 1 - 11

Permanent link to this document:

<http://dx.doi.org/10.1108/CB-03-2014-0019>

Downloaded on: 08 November 2016, At: 02:14 (PT)

References: this document contains references to 17 other documents.

To copy this document: permissions@emeraldinsight.com

The fulltext of this document has been downloaded 256 times since 2016*

Users who downloaded this article also downloaded:

(2016), "An analysis of collection development in the university libraries of Pakistan", Collection Building, Vol. 35 Iss 1 pp. 22-34
<http://dx.doi.org/10.1108/CB-07-2015-0012>

(2016), "Citation analysis for core journals in educational leadership", Collection Building, Vol. 35 Iss 1 pp. 12-15
<http://dx.doi.org/10.1108/CB-07-2015-0014>

Access to this document was granted through an Emerald subscription provided by emerald-srm:563821 []

For Authors

If you would like to write for this, or any other Emerald publication, then please use our Emerald for Authors service information about how to choose which publication to write for and submission guidelines are available for all. Please visit www.emeraldinsight.com/authors for more information.

About Emerald www.emeraldinsight.com

Emerald is a global publisher linking research and practice to the benefit of society. The company manages a portfolio of more than 290 journals and over 2,350 books and book series volumes, as well as providing an extensive range of online products and additional customer resources and services.

Emerald is both COUNTER 4 and TRANSFER compliant. The organization is a partner of the Committee on Publication Ethics (COPE) and also works with Portico and the LOCKSS initiative for digital archive preservation.

*Related content and download information correct at time of download.

A study on collection development and its organizational pattern of university libraries in Uttar Pradesh (India)

Abdul Mannan Khan
Integral University, Lucknow, India

Abstract

Purpose – The purpose of the study is to know the collection development and its organizational pattern of university libraries in India.

Design/methodology/approach – For the purpose of the study, three sets of questionnaire were prepared by the researcher and furnished to librarians and acquisition librarians (collection development in charge) of these referred libraries.

Findings – The survey reveals that the old centralized universities are better placed in terms of all the parameters of collection development. It is also being revealed that there is a difference between the two old centralized and newly centralized universities especially in Babasaheb Bhimrao Ambedkar University, the de-novo centralized university. It has to do a lot in the sphere of information technology (IT) application and IT-enabled services to the users. Furthermore, there is a conspicuous difference between the two categories that the newly centralized universities are highly lagging behind the old centralized universities in organizational pattern of collection development.

Originality/value – There are a number of studies on collection development in the world, but this is the first of its kind within Indian Universities.

Keywords Organization, Collection development, University library

Paper type Research paper

Introduction

With the advent of globalization of knowledge, the role and importance of academic libraries has expanded and increased. University libraries are rapidly changing their functional activities and therefore, several innovative methods of collection development and organization are being introduced, with an endeavour to integrate with renowned libraries of the world. The knowledge acquisition, knowledge dissemination, knowledge processing and storage, knowledge organization and knowledge collections are the broader horizons in the realm of Library and Information Science under the philosophy of library globalization. Collection development and organization in information technology (IT) environment is an emerging area in the library and information science. However, keeping in view the dichotomy between the libraries of developed and the developing countries, specifically the policy as regards collection development and its organizational pattern, it is seen that the developing world libraries are confronted with a host of problems in regard to usage of IT, germane policy for collection development, organization and services.

There is consensus among library experts that a written collection development policy is a must for any library, but most Indian university libraries do not venture to have a

written policy. If it is just lethargy in some cases, some think it may not be worth the trouble to design a collection development policy manual. Few may even put forth an argument that many libraries have excellent collections without having a policy manual. As a matter of fact, collection development policy manual determines nature and scope of the collection, sets priorities, calls for commitment to organizational goals, provides inclusion and exclusion guides, eliminates personal biases in selection, helps to maintain consistency by orienting new staff and controlling staff and aids in resolving complaints. It also helps in weeding and evaluation of collections. The collection development programme serves as a public relations and accountability tool.

The collection in most of the Indian University libraries is inadequate to support higher education and research. Most university libraries have confined their collections to books and periodicals only. Many libraries are yet to start their collections in forms other than books and journals. Knowledge explosion both in its quality and complexity requires no emphasis. Knowledge which was doubling in a span of over 20 years or more has now been doubling at a much more rapid rate. Moreover, a number of new subjects have emerged. The imperative result of this phenomenon is that libraries need to be provided with larger document budgets.

Collection development remains an immensely important yardstick in determining the nature and, to a considerable extent, the level of service which a library is able to provide. The availability of good documents largely depends on users'

The current issue and full text archive of this journal is available on Emerald Insight at: www.emeraldinsight.com/0160-4953.htm



Collection Building
35/1 (2016) 1–11
© Emerald Group Publishing Limited [ISSN 0160-4953]
[DOI 10.1108/CB-03-2014-0019]

Received 26 March 2014
Revised 2 August 2015
Accepted 12 October 2015

need and their satisfaction. The study relating to the collection development programme will not be complete without looking into the aspects, viz. users need process of selection of documents, collection development policy, collection development organizational patterns and the status of collection development in the libraries. Though several studies have been undertaken regarding acquisition of documents, there has not been so far any research which has investigated collection development and organization in academic libraries. Thus, this study intends to fill this gap.

A Central University in India is established by the Government of India, normally by Act of Parliament, while most universities are established by state governments. The Government of India is responsible for allocating and distributing financial resources required by the University Grants Commission (UGC) for establishment of Central Universities in India. There are currently four Central Universities in Uttar Pradesh (UP), India. UP is the most populous state of India

Banaras Hindu University

Situated in the holy city of Varanasi, Banaras Hindu University (BHU) is an internationally reputed centre of learning founded by the great nationalist leader, Pandit Madan Mohan Malviya in 1916 with cooperation of great personalities like Dr Annie Besant, who viewed it as the University of India. BHU was created under the Parliamentary legislation B.H.U. Act 1915. It played a stellar role in the independence movement and has evolved into a remarkable centre of learning in India. It has produced many great freedom fighters, renowned scholars, artists, scientists and technologists who have contributed to the progress of the nation. The area of the main campus of this premier University is spread across 1,300 acres having well-maintained roads, extensive greenery, a temple, an air strip and buildings which are an architectural delight.

Another campus of the university at Barkachha, in Mirzapur district, covering an area of 2,700 acres, is coming up. The university is divided into three institutes, 14 faculties, 124 departments, 4 interdisciplinary centres, a constituent college for women and 3 constituents schools, spanning a vast range of subjects pertaining to all branches of humanities, social science, technology, medicine, science, fine arts and performing arts. It further has six centres of advanced studies, 10 departments under special assistance programmes and a large number of specialized research centres. It also has four degree colleges of the city affiliated to it. Bharat Kala Bhavan, the reputed museum of the university, is famous for the variety of collections it has. The 927 bed hospital of the University is equipped with all the modern amenities. The university provides a wide range of facilities for sports and hobbies, has large playgrounds, a large auditorium, a flying club and many auxiliary services and units like a printing press, publications, cell fruit preservation centre, subsidized canteens, employment and information bureau, security, etc. The University family consists of about 15,000 students; 1,700 teachers; and nearly 8,000 non-teaching staff belonging to all streams of life, castes, religions and races. It also attracts a large number of students from foreign countries like the USA, and countries of Europe, Asia, Middle East and Africa. The university has played a

significant role in promoting new ideas, a spirit of integration and the cultivation of intellect and culture among its students and faculty.

Banaras Hindu University: Central library (Sayaji Rao Gaekwad Library)

The BHU system which is considered to be the largest University Library System in the country evolved from a small but precious collection donated by Professor P.K. Telang in the memory of his father Justice K.T. Telang in 1917 and housed in the Telang Hall of the Central Hindu College, Kamachha. In its early years, it was well supported by the renowned historian Sir Jadunath Sarkar. The library was shifted in 1921 to the Central Hall of the Arts College (now Faculty of Arts) and then in 1941 to its present majestic building. It was built with the generous donation from Maharaja Sayajirao Gaekwad of Baroda, and was built on the pattern of the great library of the British Museum in London on the suggestion of Pandit Madan Mohan Malaviya who was the founder of university after he returned from the Round Table Conference, London in 1931. The majestic circular Central Hall has been adorned with elegant furniture made of famous and rare variety of Burma Teak woods.

It expanded and developed with the help of donations of personal and family collections from well-known personalities and families like Lala Sri Ram of Delhi, Jannalal Bajaj of Wardha, Roormal Goenka, Batuk Nath Sharma, Tagore Family collection and Nehru Family collection. amongst a score of others. There was also purchase of books and journals out of the regular fund which resulted in a collection of around 60,000 volumes in 1931 itself. The trend of donation of personal and family collection continued and as a result of which there is a remarkable collection of unique pieces of varieties of books and journals belonging to the eighteenth century.

With this strong foundation, the library made major advancements during the 1960s and 1970s in its development and changed its form into a system of libraries with the establishment of institute, faculty and departmental libraries during the period. Presently, the BHU Library System consists of the central library and 3 institute libraries, 8 faculty libraries and 25 departmental libraries, with a total collection of over 1,300,000 volumes to serve the students, faculty members, researchers and technical staff (Banaras Hindu University, 2008).

Allahabad University (ALU)

Founded on 23rd September, 1887, Allahabad University it is the fourth oldest university of India. In 1904, the university along with all other existing universities of India was brought under the fold of Indian University Act. In 1921, an Act was passed for the re-organization of the university as a unitary teaching and residential institution. The Act however bestowed the power to have control over the quality and character of the teaching in its constituent colleges.

In 1909, the present site of the campus, along with the Senate House and the Law College, was selected for the library and was designed by Sir Swinton Jacob. The University of Allahabad has 31 teaching and research departments, 3 university institutes, 1 constituent institute, 1 university

medical college and 11 constituent colleges spread all over the city of Allahabad. The University earned a national and international reputation as a premier institute of higher learning for its role and contributions to teaching, research and social commitment. Several of its faculty members have made remarkable contributions in their respective disciplines for which they are recognized and respected worldwide. The university is known as a site of learning for its students from all over the India and abroad. The University of Allahabad enjoyed the central status at the time of its incorporation in 1887. With the passage of time, it was governed under the UP State Universities Act, 1973 till 13 July 2005. After the Parliament of India passed an act in May 2005, the Government of India by a Gazette notification on 14 July 2005 declared the University of Allahabad to be an institution of national importance and consequently the university was granted central status.

Allahabad University Library

One of the oldest and largest libraries in the Indian subcontinent, the central library developed out of the libraries of Muir Central College, and the libraries set up by the university itself during 1904-1922. Its three-storey building is equipped with all facilities and sections required for a modern library. The library has a collection of nearly 700,000 volumes and subscribes to 422 current periodicals. It also has sizable collection of back files of journals, manuscripts, coins and non-print materials. Keeping up with modern times, the library also provides on-line access of journals through UGC-Infonet Digital Library Consortium, a INFLIBNET/UGC initiative to serve its client with quality material (Allahabad University, 2008).

Babasaheb Bhimrao Ambedkar University, Lucknow

Having jurisdiction over the entire state of UP, Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow, is one of the youngest central universities in the country. The campus Vidya Vihar is located off Rae Bareilly Road, about 10 km south of the Charbagh Railway Station, Lucknow.

Babasaheb Bhimrao Ambedkar University Central Library, Lucknow

The foundation of the library at BBAU, Lucknow, was laid in January 1998. The library inherited approximately a thousand reference books acquired by earlier arrangements and a thousand books in Hindi donated by the UP Bhasha Sansthan programs. It was then set up in two rooms on the second floor of the Block # 3 of the Administrative Building. The library has since been shifted to the first floor of the Block # 4 of the Administrative building having an area of about 500 sq.m and continues to fulfil its objective to supplement educational and information needs of the faculty, non-teaching staff, visitors and students of the university through its book and periodical section. Various new developments have taken place in recent times like classification and cataloguing. A semi-professional staff has been sent for the new periodical section. For the future, library is considering providing the Internet-based services and the barcode-based computerized circulation.

The present day collection of the library is 5,831 books on various subjects being taught at the postgraduate level, subscriptions to 42 subject journals and also houses back files

of previously subscribed journals. Four daily newspapers and six magazines are made available in the reading room. In an academic year, around 9,000 users utilize the libraries services and approximately 4,000 books are in circulation (Ambedkar, 2008).

Maulana Azad Library, Aligarh Muslim University, Aligarh

Maulana Azad Library has a glorious past and is one of the major libraries of the world. It is expected to have a promising future. It was established with the foundation of Madarstul-Uloom Musalmanan at Aligarh in 1875, which became Mohammadan Anglo-Oriental (MAO) College in 1877 and became a full-fledged Aligarh Muslim University (AMU) in 1920. The Maulana Azad Library came into existence with the donation of the personal collection of Sir Syed Ahmad Khan, the founder of AMU in 1877. It assumed its name as "Lytton Library" after Lord Lytton, then Viceroy and Governor General of India, who laid the foundation stone of this Library on 8 January 1877. Since then, the Library grew with personal donations of well-wishers of the University and acquisition of reading material and due to significant growth in the number of volumes, ultimately a space problem was realized. During Vice-Chancellorship of Dr Zakir Husain, foundation stone of the new library building was laid by Pandit Jawaharlal Nehru. First Prime Minister of India inaugurated the building on 6 December 1960. The Library was renamed as "Maulana Azad Library" in the memory of Maulana Abul Kalam Azad, a great scholar and the Education Minister of India. The architecture of the building is a model of Islamic Indian style and was planned and designed by the famous architect, Mr Fayazuddin. Since then, the Library has grown steadily in terms of physical facilities, collection, number of personnel, services, etc. Maulana Azad Library is the Central Library of the University and there are also 84 sister libraries in the campus including libraries of colleges, polytechnics, schools, centres, institutes and seminar libraries of departments which function under overall control of the central library.

Review of literature

Jenkins (1999) stresses the importance of book reviews to the selection process to the actual percentage of reviewed titles requested and found that faculty recognizes the importance of book reviews to the selection process, but recommended that since at times, unreviewed titles are also ordered owing to uneven coverage of choice, the major review journal be used for selection. Jones (1999) states that though the basic functions of collection development in the digital library are identical to the traditional science technology and math library, it requires increased collaboration and a broadening of the skills and experience of collection development personnel when applying these functions in electronic resources. White (1999) outlines the activities performed by librarians to aid in the accreditation process, with an emphasis on collection development activities. White and Crawford (1999) extended the horizon of the study and focused on electronic resources that are becoming increasingly vital to all libraries and thus there is a need to develop a policy regarding the same for guiding the Penn State Harrisburg in the selection of

electronic reference resources. The study of Hsieh and Runner (2005) includes a survey targeting academic collections development and acquisition librarians and an analysis of academic collection development policies. Also, the study describes treatment of materials, library policies reasoning, impact of faculty and students on policy changes and other related factors. Mandal and Panda (2005) have described different dimensions of collection development with specific reference to Engineering College Libraries. They have analysed data on library collection received from 17 major Engineering College Libraries of West Bengal and enumerated the activities of seven major library consortiums of the world engaged in sharing resources among Engineering college libraries.

The paper by Sanchez Vignau and Meneses (2005) is based on both research about collection development policies and data compiled as a result of a survey of 16 centres of higher and technical education in Cuba. The results have indicated that although the directors of university libraries and managers of collection development were aware of the process of collection development, only a few actually adopted and implemented a policy for the same and carried out user studies. Wittenbach (2005) proposes the restructuring of collection development at the University of California Riverside University Libraries. The author describes the new system that has created more accountability for the materials' budget. As a result of the new system, faculty members are more aware of the budgeted amount for monographic purchases in their own area and whom they can contact with concerns or purchasing requests.

Ameen (2006) discusses all kinds of managerial and practical issues pertaining to collection development and acquisitions to collection management. However, there appears to be gaps in Library and information Science literature regarding tracing the semantic developments of the subject. The paper attempts to explore the relationship between the use of varying collection-related terminologies and ever-emerging forms of scholarly publishing in libraries. It was found that the related emerging terminology has been expanding rapidly because of the direct impact of the never-ending developments, though with different pace in different countries. The varying use pattern reflects the expansion in the aims and ways of the functioning of a modern library. Sanchez Vignau and Quesada (2006) have discussed collection development in a digital environment and has mainly focused on user-oriented concept of development in digital collections. She believes that developing digital collections is a logical consequence of inserting information technologies in organizations. She has concluded that the usual route towards other models of libraries has allowed the development of the digital collections as a source of digital libraries. Collection development policies are usually touted as one of the foundations of library operations. Johnson (2009) states that a library without a collection development policy is like a business without a business plan. Ghosh and Panda (2010) examines the current status of collection development and access to serials in the Indian Institute of Technology in India. Khan and Zaidi (2011) in their study finds that the library collection in the AMU library is adequate enough for their users. AMU library users were also satisfied with the

existing infrastructure of library and organization of their collections. Mangrum and Pozzelson (2012) finds that virtually all libraries do an excellent job of addressing the traditional elements of collection development. They further find that about half of the libraries mentioned electronic licensing issues in the policy, but most of those were general statements.

From the above, it is clearly brought out that although there is a plethora of research work of collection development and organization, but with the changing role of libraries and the librarians in sync with the users' needs, there should be research-oriented work dealing specifically with the collection development and its organization.

The study on collection development and organization is confined to select four central university libraries of UP, such as Maulana Azad library, AMU; Sayaji Rao Gaekwad BHU Central Library, Varanasi; Allahabad University Library, Allahabad; and BBAU, Lucknow.

Objectives of the study

The following objectives have been pursued for the purpose of the study:

- to bring out information regarding the collections in select central university libraries and also to examine the budget for printed documents as well as on-line resources;
- to examine and study in detail the collection development policy of the select referred university libraries in the terms of printed and electronic documents and revision of collection development policy;
- to critically study the selection criteria, the acquisition process and to simultaneously examine the weeding or de-selection criteria of the documents; and
- to study at length the methods adopted by libraries for assessment of users' community needs, collection evaluation and also organization of the collection.

Hypotheses of the study

In pursuance of above-mentioned objectives, the following hypotheses have been postulated and tested:

The null hypothesis (H_0) of the study assumes that the select libraries of universities are not pursuing the collection development and organization, whereas the alternative hypothesis (H_1) presumes that the select libraries are equally likely in pursuance of the above said portfolios of collection development and organization.

The null hypothesis (H_0) of the study assumes that the select libraries are lacking in IT application. The alternative hypothesis (H_1) nevertheless presumes that the select libraries are equally having wide range IT application.

The null hypothesis (H_0) of the study surmises that the select libraries are not pursuing the collection development pattern, whereas the alternative hypothesis (H_1) presumes that the select libraries are adequate in enough in collection development organizational pattern.

Methods and procedures

For the purpose of the study, a questionnaire and interview-based survey was designed for data collection. Several studies on related topics have been consulted and their

tools and techniques have been appropriately examined. Materials from these instruments and the personal knowledge of the researcher are used to develop a questionnaire for this study. Three sets of questionnaires (one for collection development activities, one for collection development organizational patterns and one for IT Application status) were prepared by the researcher and furnished to librarians or acquisition librarians (collection development in charge) of these referred libraries. In India, collection development activities are performed either by the librarian or acquisition librarian. The librarians of the referred libraries have been chosen to know the mode and method of policy formulation for building up need-based, up to date and balanced collection and further to identify whether the policies in question are in sync with the global changes in libraries development or not.

The data thus collected and culled up from respondents have been organized in tabular form, and suitable statistical tools have made proper use of it to arrive at the findings of the study. And based thereon appropriate pragmatic suggestions and recommendations have been proffered for the planners and library organizers to improve collection development and its organization.

Analysis, interpretation and testing of hypotheses

The BHU and AMU were established and centralized before the independence of the country. But the ALU and BBAU are the newly centralized universities which are lacking in the

infrastructure as well as the funding requirements. Also in terms of number of visitors and users, they are not justifiable. The researcher is of the opinion that a comparison of both centralized and newly centralized universities would be sufficient to bring out the collection development pattern of central universities within UP. Therefore, the first hypothesis points to the collection development impact of the central university libraries.

A cursory look at [Table I](#) regarding the view of librarians in collection development can be seen that the newly centralized universities under reference are lacking in collection development. The average affirmative response for the old centralized universities is 18, whereas it is only 12 in case of newly centralized universities. In terms of the negative responses, the newly centralized universities are ahead of old centralized universities which accounts to 10 in centralized universities and 14 in newly centralized universities. Librarians of both old and newly centralized universities share similar views on some points like they “plan to formulate a collection development policy in future”. They also agree on the points “selection criteria for the documents”, “usual identification of selection criteria”, “criteria for evaluation of the documents” and “specified methods for acquisition of documents”. Regarding the “criteria for the evaluation of collections”, both the group of libraries have entirely different opinions. On the whole, the average percentage figures show that the four universities are comparatively good in collection development activities which amount to 66 per cent as affirmative and only 23 per cent as negative. For better results

Table I Libraries survey: collection development

Collection development	No. of response						Total population 100%		
	Old centralized universities (AMU and BHU)			Newly centralized universities (ALU and BBAU)			No response		
	Yes	No response	No	Yes	No response	No	Yes (%)	(%)	No (%)
Provision of separate budget for online journals/databases	0	0	2	0	0	2	0		100
Adequate library budget for documents	0	0	2	0	0	2	75	25	0
Assessment of users' needs	2	0	0	1	0	1	75	25	0
Collection development policy	1	0	1	1	0	1	50	0	50
Revision of collection development policy	1	0	1	0	2	0	25	50	25
Separate collection development policy for e-documents?	1	0	1	0	0	2	25	50	25
Plan to formulate a collection development policy in future	2	0	0	2	0	0	100	0	0
Selection criteria for the documents	2	0	0	2	0	0	100	0	0
Usual identification of selection criteria	2	0	0	2	0	0	100	0	0
Criteria for evaluation of the documents	2	0	0	2	0	0	100	0	0
Specified methods for acquisition of documents	2	0	0	2	0	0	100	0	0
Participation in resource sharing with other libraries	0	0	2	0	0	2	0	0	100
Proper weeding system of the reading material within the library	1	0	1	0	0	2	25	0	75
Criteria for the evaluation of collections	2	0	0	0	0	2	50	0	50
Total and average percentage	18	0	10	12	2	14	66.07	11.54	23.21

Source: Libraries survey

and interpretations, it is necessary to test the relative collection development impact of the four centralized universities. Therefore, Table II has been drawn from the Table I for testing the hypothesis with three-point scaling.

Though Table II brings out that the newly centralized universities are not much lagging behind the old centralized universities. The total frequency after the scaling amounts to 64 and 54 for old centralized and newly centralized universities respectively. The arithmetic mean (21.33 and 18) also supports the inference that the collection development in both the segments is slightly different. The SD and CV%, have showed the relevance of both categorizes in which the impact is much evident. Though the chi values of the entire collection development impact is insignificant at 5 per cent level of significance in which the calculated value of 7.47 falls after the table value of 5.99 at df 2. It results in rejecting the null hypothesis and accepting the alternative hypothesis in which the positive relationship has been concluded. The skewness measures of 1.5 and 1.03 point out that even after the comparison, there is still a lot to be improved in newly centralized universities.

The responses of the old centralized universities, i.e. AMU and BHU, with regard to collection development in terms of the provision of a separate budget for online journals/databases, adequacy of library budget for documents, assessment of user's needs, collection development policy, revision of collection development policy, separate collection development policy for e-documents, plan to formulate a collection development policy in future, selection criteria for the documents, usual identification of selection criteria, criteria for evaluation of the documents, specified methods for acquisition of documents, participation in resource sharing with other libraries, proper weeding system of the reading material within the library and criteria for the evaluation of collections are relatively better.

Notwithstanding the fact that centralized universities are better placed in terms of all the parameters of collection development yet the positive relationship between the old centralized and newly centralized exists. The major reason behind this positive relationship can be attributed to the fact that among the newly centralized universities, the ALU was structured and established before independence and it had all the requisite infrastructural advantages under the state

legislature. It is also observed that both the newly centralized institutions such as ALU and BBAU should have the financial and infrastructural support of the government on priority.

Table III regarding the IT application surmises that in terms of the IT-based services, the newly centralized universities, i.e. ALU and BBAU, are comparatively lagging behind the old centralized universities. This table clearly depicts that the application of IT-based services is more prevalent among old centralized universities than among newly centralized universities. They offer online services, consortia-based services, access to online journals/databases/documents and also provide user training to access online journals/databases, whereas newly centralized universities fall behind in terms of providing these services. As far as IT resources are concerned, old centralized universities are better placed than new ones. Apparently for all the resources like CD drives, OPAC terminals, computer network, licensed operating system, licensed word processor software, library software and broadband servers', old universities score over newly centralized universities. Regarding the IT-based housekeeping activities like acquisitions, cataloguing, circulation, serials control, retrospective conversion and digitization of collection, old universities have shown better implementation than new universities. Out of the total responses, the old centralized universities secured 39 affirmative responses and only 14 responses have been received in negative. Whereas in the case of newly centralized universities, only 20 responses were in affirmative with regard to availability of IT and IT-enabled service applications and 33 responses in negative about facilities of such services. The overall assessment of the referred central universities shows that 55 per cent of the response is favourable, whereas 44 per cent is worked out to be unfavourable for availability of IT-based services. For more pragmatic inferences, Table IV has been framed for the test of the hypothesis.

Table IV differentiates both the categories in which the total frequency after scaling reveals the real picture with 133 and 95, respectively, for old centralized and newly centralized universities. The mean, (44 and 31) SD (63 and 29), CV% (142 and 91) substantiate the statement that the newly centralized universities are lagging behind in terms of availability of IT-based services.

Table II

Lib Survey Impact	Scaling	Old centralized universities (AMU and BHU)	Newly centralized universities (ALU and BBAU)	Mean (%)
Yes	3	54	36	66
No response	2	0	4	12
No	1	10	14	23
Total		64	54	100
Mean of frequency		21.33	18.00	
SD		28.73	16.37	
CV%		134.67	90.95	
Skewness		1.50	1.03	
Standard error of Skewness		1.23	1.23	
Chi			7.47	Significance at
Level of significance			0.05	df 2 = 5.99

Source: Table I

Table III IT application

IT application	No. of response Old centralized universities (AMU and BHU)			Newly centralized universities (ALU and BBAU)			Total population 100%		
	Yes	No response	No	Yes	No response	No	No response (%)		No
							Yes	No	
CD/DVD ROM services	1	0	1	1	0	1	50	0	50
Online service	2	0	0	1	0	1	75	0	25
UGC-Infonet consortia	2	0	0	1	0	1	75	0	25
Access to online journals/databases and documents	2	0	0	1	0	1	75	0	25
Provide user training to access online journals/databases	2	0	0	1	0	1	100	0	0
Mini-computer	0	0	2	0	0	2	0	0	100
CD drives	2	0	0	1	0	1	75	0	25
OPAC terminals	1	0	1	0	0	2	25	0	75
Computer network	2	0	0	1	0	1	75	0	25
CD network	2	0	0	0	0	2	50	0	50
Licensed operating system	2	0	0	2	0	0	100	0	0
Licensed word processor	1	1	0	1	1	0	50	50	0
Library software	2	0	0	1	0	1	75	0	25
Acquisitions	1	0	1	0	0	2	25	0	75
Cataloguing	2	0	0	1	0	1	75	0	25
Circulation	1	0	1	0	0	2	25	0	75
Management	0	0	2	0	0	2	0	0	100
Retrospective conv.	2	0	0	1	0	1	75	0	25
Serials control	1	0	1	0	0	2	25	0	75
Budgeting (IT)	0	0	2	0	0	2	0	0	100
Statistical report	0	0	2	0	0	2	0	0	100
Library automation implementation	2	0	0	1	0	1	75	0	25
Computerized facilities offered to users	2	0	0	1	0	1	75	0	25
Digitized your collections	2	0	0	1	0	1	75	0	25
Broadband servers	2	0	0	2	0	0	100	0	0
Inflibnet	2	0	0	1	0	1	75	0	25
DELNET	1	0	1	1	0	1	50	0	50
Total and average percentage	39	1	14	20	1	33	54.63	01.85	43.52

Source: Libraries survey

Table IV

IT application impact	Scaling	Old centralized universities (AMU and BHU)	Newly centralized universities (ALU and BBAU)	Mean (%)
Yes	3	117	60	54.63
No response	2	2	2	01.85
No	1	14	33	43.52
Total		133	95	100
Mean of frequency		44.33	31.67	
SD		63.22	29.02	
CV%		142.59	91.65	
Skewness		1.66	-0.21	
Standard error of skewness		1.23	1.23	
Chi			20.27	Significance at
Level of significance			0.05	df 2 = 5.99

Source: Table III

However, the chi value of 20.27 which falls over the table value of 5.99 at 5 per cent level of significance results in the acceptance of alternative hypothesis where the significant relationship between both are assumed. Anyhow the coefficient of skewness has critically analysed the observation and was found to be negative (less than "0") in newly centralized universities and positive (more than 0) in case of old centralized universities. The acceptance of alternative hypothesis has become statistically feasible in case of newly centralized universities clubbing of the ALU which is old and traditional university of India with some of the IT and IT-enabled services already being provided. The BBAU, the *de-novo* centralized university, still has to do a lot in the sphere of providing IT and IT-enabled services to the users. The lack of planned funding and inadequate budget plans are the major reasons attributable to this backdrop. These universities are emerging after 2005 in which the time constraint for the up-gradation of IT and IT-enabled services can also be pointed out.

Table V has been made regarding the organizational pattern of collection development. It is evident from the table that the four universities under reference are found to be deficient in policy framework of collection development organizational pattern. It is evident from the table that librarians in the old as well as in newly centralized universities do not hold much authority regarding policy making for collection organization. In response to the questions "Are you in-charge

administratively of all collection development in your library system", "Does the library have a collection development committee" and "Do you as the chief collection development in-charge have a formal role in determining overall library policy", librarians of both universities answered in the negative confirming the absence of any such policy. Both groups of universities have also reported quite similar policies regarding "responsibility for major units other than collection development" and "anticipation for change in the structure or organization of collection development in the near future". On the whole, the four universities under reference have given almost same responses regarding the policy framework of collection development organizational pattern in which 42 per cent of responses are in favour and 52 per cent are unfavourable in terms of authority and responsibilities, participation, reporting, organizations and policy determination. For determining the real impact, Table VI has been drawn from the Table V for the test of hypothesis.

Though Table VI shows the relative frequency after three-point scaling in which 41 and 35 numbers have been worked out, respectively, for old centralized and newly centralized universities. The mean frequency also supports the same with 13.67 and 11.67, whereas the SD, CV% is evident enough to point out the significance of relationship. Although the chi value 1.55 falls below the table value of 5.99 at 5 per cent level of significance resulted in accepting the null hypothesis in which the insignificance in collection

Table V Collection development organizational pattern of the library

Collection development organizational pattern of the library	Number of responses						Total population 100%		
	Old centralized universities (AMU and BHU)			Newly centralized universities (ALU and BBAU)			Yes (%)	No response % 0	No % 100
	Yes	No response	No	Yes	No response	No			
Are you in-charge administratively of all collection development in your library system	0	0	2	0	0	2	0	0	100
Do you have responsibility for major units other than collection development	2	0	0	2	0	0	100	0	0
People involved in selection report to you	2	0	0	1	0	1	75	0	25
Does the library have a collection development committee?	0	0	2	0	0	2	0	0	100
Do you have full responsibility for the selection of library materials	1	0	1	1	0	1	50	0	50
Do you have full responsibility for the allocation of the materials budget	0	1	1	0	1	1	0	50	50
Do you as the chief collection development in-charge; have a formal role in determining overall library policy?	0	0	2	0	0	2	0	0	100
Has the structure or organizational placement of the collection development unit changed in your library since 1985	2	0	0	1	0	1	75	0	25
Are you satisfied with the way collection development is organized in your library	1	0	1	0	0	2	25	0	75
Do you anticipate any change in the structure or organization of collection Development in the near future	2	0	0	2	0	0	100	0	0
Total and average percentage	10	1	9	7	1	12	42.5	5	52.5

Source: Acquisition librarians survey

Table VI Collection development organization pattern

Collection development authorization	Scaling	Old centralized universities (AMU and BHU)	Newly centralized universities (ALU and BBAU)	Mean (%)
Yes	3	30	21	42.50
No response	2	2	2	05.00
No	1	9	12	52.50
Total		41	35	100
Mean of frequency		13.67	11.67	
SD		14.57	9.50	
CV%		106.62	81.47	
Skewness		1.29	-0.16	
Standard error of skewness		1.23	1.23	
Chi			1.55	Significance at
Level of significance			0.05	df 2 = 5.99

Source: Table V

development of organizational pattern of both the categories has been concluded. Anyhow the coefficient of skewness differentiates the categories of central universities in UP which identify positively in case of old centralized universities and relatively negative in case of newly centralized universities.

Findings and discussion

To sum up, it may be deduced that the newly centralized universities, i.e. ALU and BBAU, are lacking in the collection development organization as compared to the other two old centralized universities, i.e. AMU and BHU. It is needless to mention that AMU and BHU are the oldest central universities of the country. The first hypothesis pertaining to collection development in terms of the provision of a separate budget for online journals/databases, adequate library budget for documents, assessment of users' needs, collection development policy, revision of collection development policy, separate collection development policy for e-documents, plan to formulate a collection development policy in the future, selection criteria for the documents, usual identification of selection criteria, criteria for evaluation of the documents, specified methods for acquisition of documents, participation in resource sharing with other libraries, proper weeding system of the reading material within the library and criteria for the evaluation of collections is showing some noteworthy results. The survey results and hypothesis test support the systematic improvement in collection development of newly centralized universities. However, it is a fact proven by the testing hypothesis that the old centralized universities are better placed in terms of all the parameters of collection development. Furthermore, there exists a positive relationship between the old centralized and newly centralized universities. Among the newly centralized university, ALU was established and structured in pre-independence period and availed maximum benefits within its state legislature. It is also recognized that both the newly centralized institutions, i.e. ALU and BBAU, should have the financial and infrastructural support of the government on priority basis.

The second hypothesis makes a comparison between the old centralized and newly centralized universities in IT applications, such as DVD ROM services, online service, mini-computer, CD drivers, OPAC terminals, computer

network, CD network, licensed operating system, licensed word processor, LIB software, library automation implementation, digitized collections, broadband servers and other computerized services. It is also being revealed that there is a difference between the two old centralized and newly centralized universities especially in BBAU, the *de-novo* centralized university. It has to do a lot in the sphere of providing IT and IT-enabled services to the users. The lack of planned funding, inadequate budget plans and the time constraint for the up-grading of IT and IT-enabled services are the major reasons attributable to this backdrop.

The third hypothesis is presenting the factual description as regards to the organizational pattern of collection development in the four universities under review in terms of authority and responsibilities, participation, reporting, organizations and policy determination. From the statistical estimation, it has been concluded that there is a conspicuous difference between the two categories that the newly centralized universities are highly lagging behind the old centralized universities in the organizational pattern of collection development.

Constant rise in cost of publications irrespective of their forms is indeed a set back to collection development. Cost of library materials has been rising much more rapidly than have library budgets. In a majority of Indian universities, book purchase is based on recommendations of the concerned heads of the departments and the approval of the library committee. The quality of the collection thus depends on the initiative and interest taken by the respective heads of departments to study the latest literature published in their fields and the views opted by different specialists in various sub-disciplines. Document selection for university libraries is also done by library staff, library committee and other users. Library committee and users are very much constrained by the inputs provided by the library about existence of new materials. Often, users may tell whether a book is good or not if it is needed. The multifaceted process of document selection starts with problems of ascertaining users' requirements, where there is lack of clearly defined boundaries of core and peripheral areas of interest. There is also lack of a clear policy of collection development and lack of priorities in collection development and heterogeneous nature of user requirements

and literature scatter. Due to lack of sufficient subject background on the part of library staff, rarely does adequate staff participation in reading material selection and collection development take place.

Developing a relevant collection in anticipation of demand depends heavily on active participation of users in terms of timely, adequate and useful suggestions for documents, but direct and overt participation of users in collection development is often limited to a handful of users of a university library. Lack of users' (or subject experts) participation in selection of documents becomes a serious problem where librarian and library staff lack sufficient subject knowledge.

Book procurement should be a continuous process instead of becoming an occasional event. In most universities, the allocation of fund is made after half an academic year is over and the budget lapses if it is not spent before the end of the financial year. With the result, that the good books that were supposed to be available during the early half of the year may not be available in the market and further, librarian is forced to keep the priorities aside and buy the available documents in the market just to spend the fund allowed within the date prescribed. This trend hits the quality of the library collection.

Changes have been brought out by the technological revolution in recent years, as traditional formats for information, such as books and microfilms, have increasingly been supplemented by information which is accessible electronically through the use of computer technology. Document media is itself a problem to collection development librarian in developing countries like India. Very few libraries in India own documents other than books and periodicals. The question is how to cope with this speedy transmission of knowledge and bring about a shift in collection development from paper media to electronic media. The real problem in addition to paucity of funds is inadequate skilled personnel to maintain user's education. This means that the existing collection development policy for a university library must include selection criteria and collection parameters covering these new media formats.

Suggestions and recommendations

- Users' needs should be properly assessed from time to time to determine the needs of the users.
 - Libraries should prepare a Collection Development Policy Manual for proper guidance of the total collection development process.
 - Libraries must prepare the collection development policy in general as well as specifically for e-resources and IT-enabled services.
 - The competent library authorities should be clear as to who is responsible for creating and approving of the collection development policy.
 - Collection development policy should also be revised from time to time according to the need and situation of the library.
 - The libraries should maintain a separate collection development unit.
 - A separate specific post of Collection Development In Charge should be created in the libraries, who will be in charge of the whole collection development process.
 - Library committee should meet regularly.
- The researcher feels that the library committee should be elected and in these users' participation is necessary for appropriate feedback.
 - In the information age, society libraries must be equipped with Information Technology Enabled Services (ITES).
 - Libraries must be fully computerized
 - Web-OPAC should be started in all the libraries under study.
 - CD-ROM workstation should be available in the libraries.
 - Old and important materials should be digitized.
 - The staff of library must be skilled enough to assist the users when they face any problem in accessing on-line services.
 - To satisfy users' expectations and need, it is suggested that strengthening of subject collections with special reference to research collections must be given highest priority in university libraries.

References

- Ambedkar, B.B.R. (2008), available at: www.bbaudia.org/library.htm (accessed 1 September 2008).
- Ameen, K. (2006), "From acquisitions to collection management: mere semantics or an expanded framework for libraries?", *Collection Building*, Vol. 25 No. 2, pp. 55-60.
- Allahabad University (2008), available at: www.alduin.ac.in/library/libindex.html (accessed 1 September 2008).
- Banaras Hindu University (2008), available at: www.upeducation.net/rd.asp?url=http://www.bhu.ac.in (accessed 1 September 2008).
- Ghosh, T.K. and Panda, K.C. (2010), "Collection development and access to serials in the Central library of IITs in India", *Library Collections, Acquisitions & Technical Services*, Vol. 34 Nos 2/3. doi: 10.1016/j.lcats.2010.03.008.
- Hsieh, C. and Runner, R. (2005), "Textbooks, leisure reading, and the academic library", *Library Collections, Acquisition and Technical Services*, Vol. 29 No. 2, pp. 192-204.
- Jenkins, P. (1999), "Book reviews and faculty book selection", *Collection Building*, Vol. 18 No. 1, pp. 4-5.
- Johnson, P. (2009), *Fundamentals of Collection Development and Management*, American Library Association, Chicago, IL.
- Jones, D. (1999), "Collection development in digital libraries", *Science Technology Library*, Vol. 17 Nos 3/4, pp. 27-37.
- Khan, A.M. and Zaidi, S.M. (2011), "Determinants of library's effectiveness and efficiency: a study of collection development, organization and services of Maulana Azad Library, AMU (India)", *Library Collectios, Acquisitions & Technical Services*, Vol. 35 No. 4, pp. 95-105.
- Mandal, M. and Panda, K.C. (2005), "Collection development in the internet age and the need for consortium in the engineering college libraries in West Bengal: a study", *SRELS Journal of Information Management*, Vol. 42 No. 2, pp. 155-172.
- Mangrum, S. and Pozzelson, M.E. (2012), "Use of collection development policies in electronic resources management", *Collection Building*, Vol. 31 No. 3, pp. 108-114.

- Sanchez Vignau, B.S. and Meneses, G. (2005), "Collection development policies in university libraries: a space for reflection", *Collection Building*, Vol. 24 No. 1, pp. 35-43.
- Sanchez Vignau, B.S. and Quesada, I.L.P. (2006), "Collection development in an digital environment: an imperative for information organizations in the twenty-first century", *Collection Building*, Vol. 25 No. 4, pp. 139-144.
- White, G.W. (1999), "Building collections for accreditation: a case study", *Collection Building*, Vol. 18 No. 2, pp. 49-57.
- White, G.W. and Crawford, G.A. (1999), "Developing an electronic information resources collection development policy", *Collection Building*, Vol. 16 No. 2, pp. 53-57.
- Wittenbach, S. (2005), "Restructuring collection development for empowerment and accountability", *Collection Building*, Vol. 24 No. 3, pp. 83-86.

About the author

Abdul Mannan Khan (b.1977) was educated at Aligarh Muslim University and has obtained BA, MA (Medieval History), BLISc, MLISc and PhD degree in Library and Information Science. He was awarded Kaula-Basheeruddin Medal in MLIS programmes. Abdul Mannan Khan is at present working as the Librarian, Integral University, Lucknow, since 2011. In addition to his duties as Librarian, he is also looking after the development of all the faculty and departmental libraries of the Integral University. He is also actively involved in teaching for MLISc Classes and guiding research for PhD students. He has been a keen researcher and prolific writer and published more than 20 research papers in journals of repute in India and international journals. His areas of interest are Collection Development, Organization and Development of Institutional Repositories and Information Technology Applications in Libraries. Abdul Mannan Khan can be contacted at: abdulk78612@gmail.com

This article has been cited by:

1. KaurManpreet Manpreet Kaur Manpreet Kaur has completed her PhD (UGC-NET with SRF) at the Department of Library and Information Science, University of Delhi. Presently, she is working as a Professional Assistant at the University College of Medical Sciences, University of Delhi, Delhi. She served as an Intern in The American Library, Delhi, and has worked on an Automation Project at the Ratan Tata Library, Delhi School of Economics, University of Delhi. WaliaParamjeet Kaur Paramjeet Kaur Walia Prof Paramjeet Kaur Walia is working as a Professor and Ex-Head at the Department of Library and Information Science, University of Delhi. Prior to this, she taught for 15+ years in the Department of Library and Information Science, Panjab University, Chandigarh. She has also served in different capacities in academic and special libraries. She has contributed to many research papers in journals and conference proceedings. University College of Medical Sciences, University of Delhi, Delhi, India Department of Library and Information Science, University of Delhi, Delhi, India . 2016. Collection development of electronic resources in management libraries of India. *Collection Building* 35:3, 73-83. [[Abstract](#)] [[Full Text](#)] [[PDF](#)]