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A Survey of Collection Development Practices in Technical Institutes in Ghaziabad, Utter Pradesh, India

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A Survey of Collection Development Practices in Technical Institutes in Ghaziabad, Utter Pradesh, India

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Introduction

This study is a survey of technical institute libraries in Ghaziabad, Utter Pradesh, India. A list of the libraries in the population is found in [Appendix 1](#). The survey sought to determine the nature of the collection, tools that are used to access it, funds allocated, and the characteristics of the user population. Technical institutes generally offer courses and degrees in engineering, technology, management, and related fields.

Library and information science (LIS) has no rigorous definition of “collection,” which represents many different entities that are often seen from a library management perspective. Since collections have been associated with the physical library, it is uncertain how the concept of a collection means in the virtual world. The purpose of this study is to explore what constitutes a collection in the current environment, where information is increasingly made available digitally.

Collection development includes activities such as assessing user needs, evaluating the present collection, determining selection policies, coordinating selection, re-evaluating and storing parts of the collection, and planning for resource sharing. Thus, collection development is not a single activity but a group of activities. Acquisitions is usually distinguished from collection development, and refers to the process of verifying, ordering, and making payments for materials. There has been a general belief that there is a positive correlation between the collection size and its performance in terms of patron satisfaction. If a library ceased adding fresh material to its collection, it would soon have a negative effect on the library's services. A collection development policy is essential for a balanced and robust collection. It specifies the scope of the collection, authority for selection, criteria for allocation of funds and for selection of various types of materials, priorities in selection, and criteria for weeding.

Objectives of the Study:

- To determine the purposes for which the collection is used by the library professional/staff of technical institutes in Ghaziabad District.
- To identify the availability of collections in technical institute libraries
- To reveal the present status of print, non-print, and e-resources in the libraries under study.
- To discover the strength and weakness of the collection of the libraries under study.
- To examine and evaluate collection development policies of the technical institute libraries, looking at fund allocation
- To examine user satisfaction with the collection and services of technical institute libraries.
- To discover the availability of staff training facilities in technical institute libraries.
- To identify usable software and ways of using it.
- To identify library software packages that can handle collection building.
- To identify hardware is used for collection building.
- To discover cataloging methods used in technical institute libraries.

Methodology

Data were gathered using a survey and then organized and tabulated. Twenty questionnaires were distributed and fifteen were returned.

Literature Review

The literature of collection development is vast. General treatments of academic library collection development include Gessesse (2000), Nisonger (1999), Rowley and Black (1996), Seth, Ramesh, and Sahu (1997), Susana, Vignau, and Meneses (2005), Taylor (1999), and Wessels (1995). Explorations of particular countries and case studies of individual libraries include Andrada and Vergueiro (1996), Maharana, Choudhury, and Dutta (2004), and Sinha and Tucker (2005). Digital collections are of particular interest. Authors who discuss this topic include Arlitch and Johnson (2005), Cole and Shreeves (2004), Kiondo (2004), Leung (2005), Nikolaidou et al. (2005), and Ashoor (2005). Tools such as metadata systems and software are pertinent to collection development. Works on those topics include Bekaert, et al. (2002), Calanag, Tabata, and Sugimoto (2004), and Mutula and Makondo (2003).

Data Analysis and Interpretation

Table 1: Collections

Collection	Number of Respondents	Percentage
Foreign		Nil
Indian		Nil
Both	15	100%

Collections were classified into three categories. Table 1 shows that the 15 (100%) respondents use both type Indian and Foreign collections.

Table 2. Language of the Collection

Language	Number of Respondents	Percentages
Hindi	9	16.67%
English	14	93.33%
Urdu/Sanskrit	x	Nil
Others	1	6.66%

Table 2 shows that the majority of institutes under study (93.33%) have collections mainly in English, followed by Hindi (16.67%). Other languages represent a very small percentage (6.66%), and Urdu/Sanskrit are not represented at all.

LANGUAGE OF THE COLLECTION

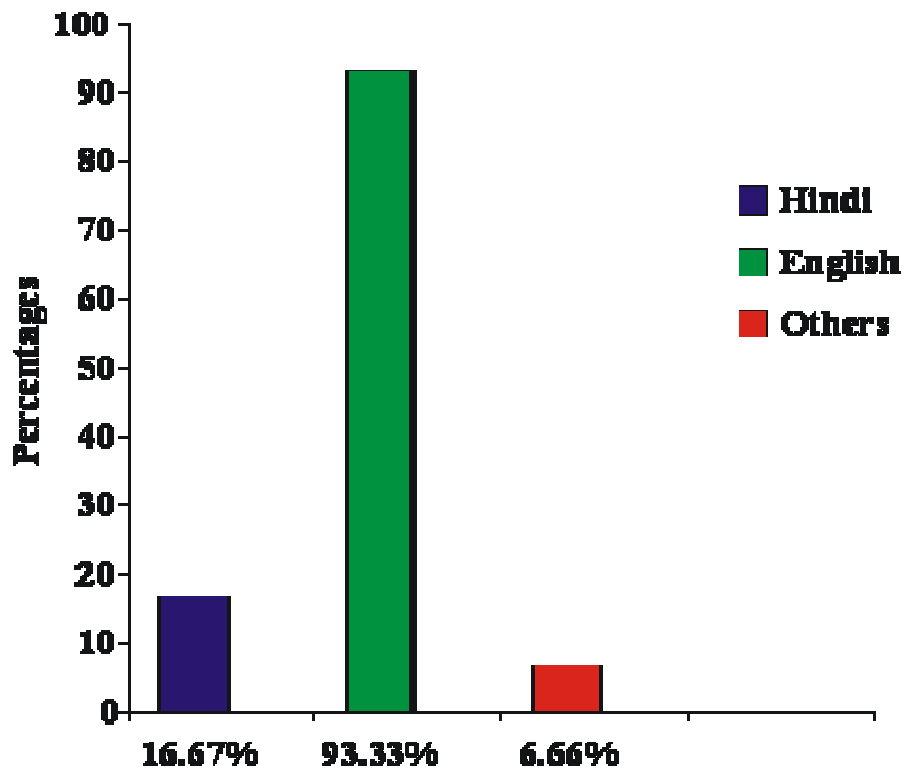


Table 3: Document Collection (See [Appendix 1](#) for Institute names and abbreviations)

Name of the Institute	Book	Thesis/ Dissertation	Indian	Foreign	Bound Volumes	Audio visual aids
Dr. K.N. Modi	24,500(6.55%)	x	42 (5.22%)	12 (1.12%)	94(6.66%)	x
K.I.E.T.	31,000(8.29%)	x	130(16.16%)	85(79.43%)	750(53.11%)	150(2.23%)
A.K.G.I.E.T.	18088(4.84%)	817(13.85%)	47(5.84%)	20(1.86%)	176(12.48%)	507(7.56%)
U.I.M.T.	8,336(2.23%)	1000(16.96%)	50(6.21%)	xNil	x	130(1.99%)
B.B.I.T.	13,600(3.64%)	50(0.84%)	95(11.81%)	35(3.27%)	x	250(3.73%)
I.P.E.M.	15,000(4.81%)	2500(42.40%)	25(3.10%)	30(2.80%)	x	2500(37.30%)
V.I.E.T.	15850(4.24%)	518(8.78%)	47(5.84%)	18(1.68%)	155(10.99%)	180(2.68%)
I.N.M.A.N.T.C.	15,000(4.01%)	450(7.63%)	103(12.81%)	12(1.12%)	6(0.42%)	536(7.99%)
A.B.E.S.	22,000 (5.88%)	305(5.17%)	52(6.46%)	12(1.12%)	20(1.48%)	148(2.20%)
K.N.G.D.	8,000(2.14%)	x	10(1.24%)	2(0.18%)	x	x
S.R.M.	12,500(33.46%)	100(1.69%)	57(7.08%)	9(0.84%)	13.8(9.78%)	1050(15.66%)
H.R.I.T.	9000(2.40%)	x	36(4.47%)	30(2.80%)	x	x
I.M.R.	9000(2.40%)	100(1.69%)	58(7.21%)	17(1.58%)	x	850(4.14%)
R.K.G.I.E.T.	39,158(10.48%)	x	10(1.24%)	x Nil	50(3.54%)	278(4.14%)
I.M.S.	20,000(5.35%)	56(0.94%)	42(5.22%)	23(2.14%)	21(1.48%)	123(1.83)
Total	373532	5896	84	1070	1410	6702

Taken together, the institutes in the study have 373,532 books, nearly 6,000 Thesis/Dissertation, about 1,000 periodicals, 1,410 bound volumes, and 6,702 non-book items. S.R.M. has the largest collection, followed by R.K.G.I.E.T., and K.I.E.T.

Document Collection

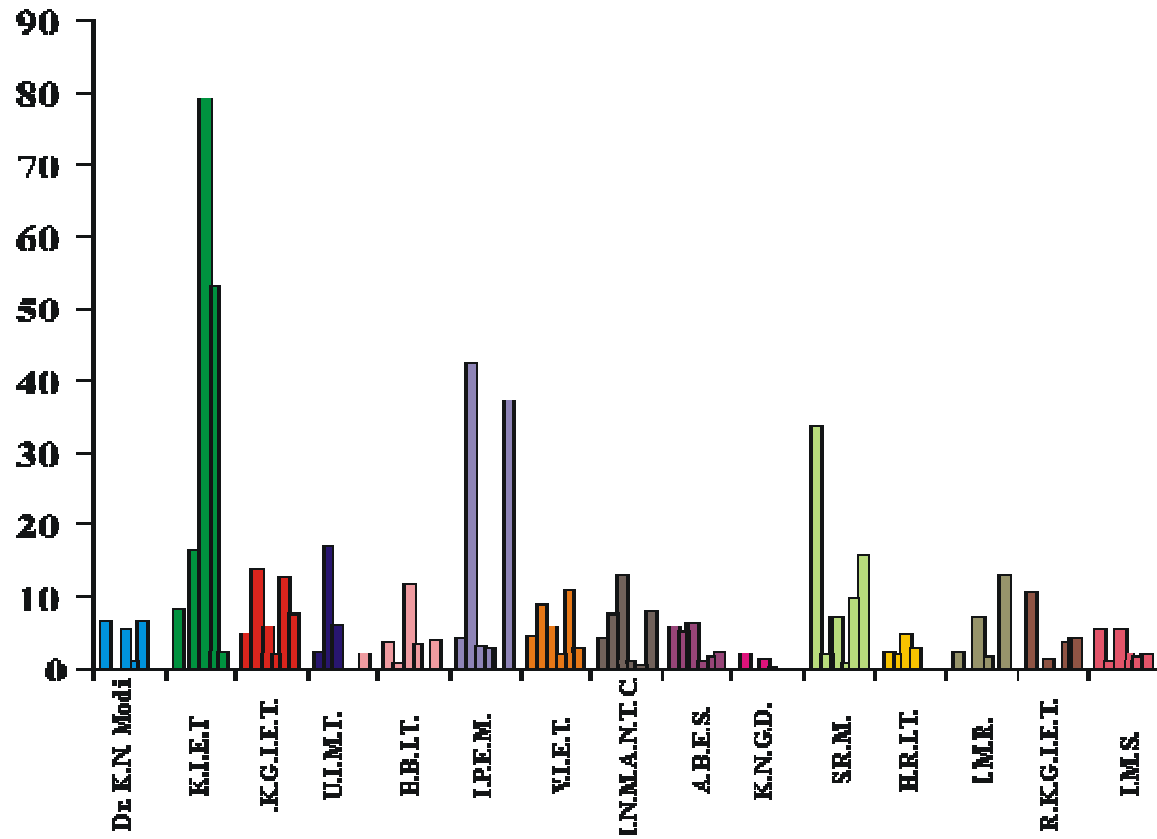


Table 4: Library Users and Faculty Members

Name of the Institute	Number of faculty Member	Number of the Research Scholar	Number of P.G. Student	Number of U.G. Student
Dr. K.N. Modi	90(5.64%)	x	220(6.17%)	1200(8.67%)
K.I.E.T.	150(9.41%)	x	400(11.23%)	1600(11.56%)
A.K.G.I.E.T.	507(31.82%)	x	128(3.59%)	1532(11.07%)
U.I.M.T.	10(0.62%)	x	62(1.74%)	200(1.44%)
B.B.I.T.	80(5.02%)	x	100(2.80%)	1020(7.37%)
I.P.E.M.	40(2.51%)	04(13.33%)	800(22.46%)	700(5.06%)
V.I.E.T.	75(4.70%)	05(16.60%)	150(4.21%)	1000(7.22%)
I.N.M.A.N.T.C.	49(3.07%)	x	250(7.02%)	300(2.16%)
A.B.E.S.	145(9.10%)	05(16.60%)	240(6.73%)	1700(12.29%)
K.N.G.D.	21(1.31%)	x	x	240(1.73%)
S.R.M.	40(2.51%)	x	100(2.80%)	300(2.16%)
H.R.I.T.	35(2.19%)	x	x	240(1.73%)
I.M.R.	30(1.88%)	x	600(16.84%)	600(4.33%)
R.K.G.I.E.T.	100(6.27%)	10(33.33%)	251(7.04%)	1600(11.56%)
I.M.S.	121(7.59%)	6(20%)	260(7.30%)	1600(11.56%)
Total	1593	30	3561	13832

Table-4 focuses that the library users and faculty members. The total number of faculty members are 1,593. A.K.G.I.E.T. has the most faculty, with 507 (31.82%), followed by K.I.E.T. at 150 (9.41%).

Library Users and Faculty Members

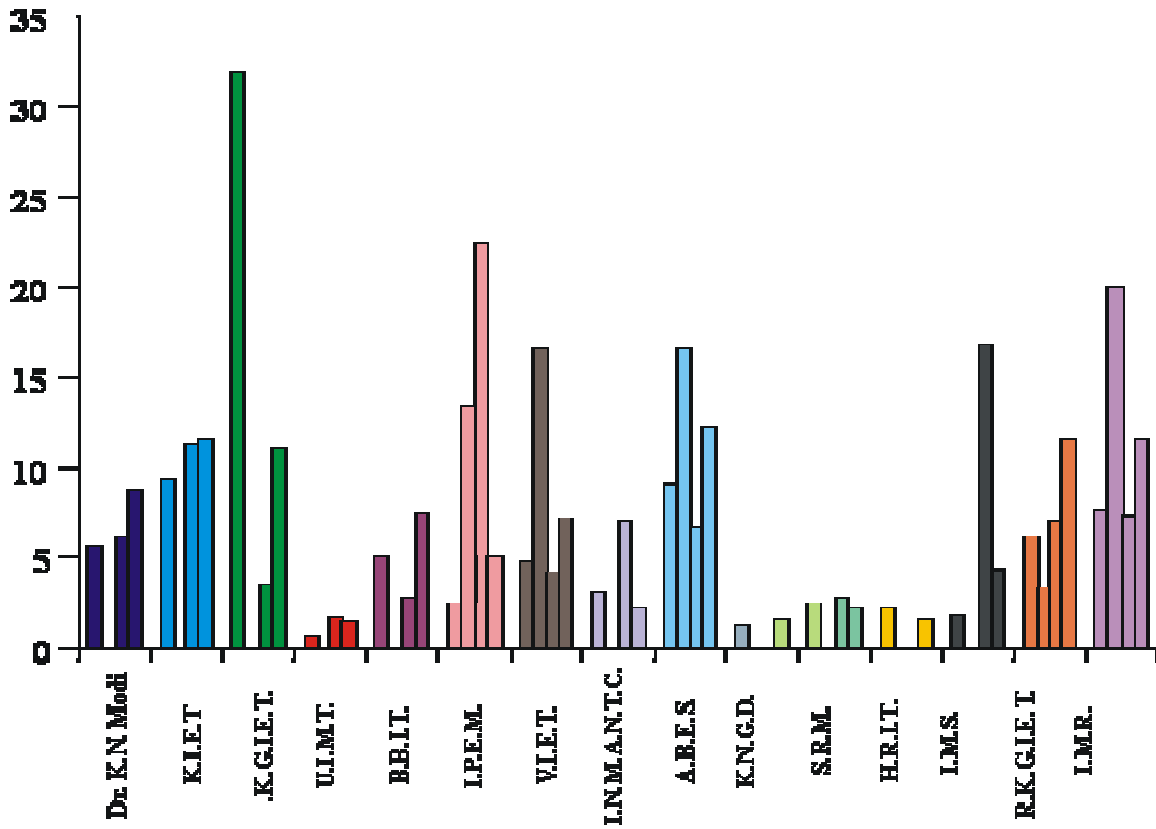


Table 5: Budget

Name of the Institute	Applied science	Engineering	Pure Science	Others	Total Budget
Dr. K.N. Modi	x	8 Lac (16.60%)	x	x	8 Lac
K.I.E.T.	x	x	x	x	No fixed budget
A.K.G.I.E.T.	2 Lac (50%)	11 Lac (22.83%)	2 Lac(50%)	1 Lac(6.45%)	16 Lac (16.08%)
U.I.M.T.	x	x	x	x	2 Lac (2.01%)
B.B.I.T.	x	x	x	x	No response
I.P.E.M.	x	x	x	x	No collection budget
V.I.E.T.	x	11 Lac (22.83%)	x	6 Lac(38.70%)	17 Lac(17.08%)
I.N.M.A.N.T.C.	x	x	x	x	x
A.B.E.S.	1 Lac(25%)	6 Lac(12.45%)	x	3 Lac(19.35%)	10 Lac (10.05%)
K.N.G.D.	x	x	x	x	10 Lac (10.05%)
S.R.M.	x	6 Lac (12.45%)	2 Lac(50%)	2 Lac(12.90%)	Four Lac (4.02%)
H.R.I.T.	x	x	x	x	No response
I.M.R.	x	x	x	x	5,00,000
R.K.G.I.E.T.	x	116,428 (2.41%)	x	x	18 Lac (18.09%)
I.M.S.	1 Lac(25%)	5 Lac (10.38%)	x	3.5 Lac(22.58%)	9.5 Lac (9.54%)
Total	4 Lac	481,6420	4Lac	15.5 Lac	99.5 Lac

Table 5 shows that R.K.G.I.E.T. has the largest budget, followed by V.I.E.T. Some technical substitutes have no particular budget for library materials.

Budget

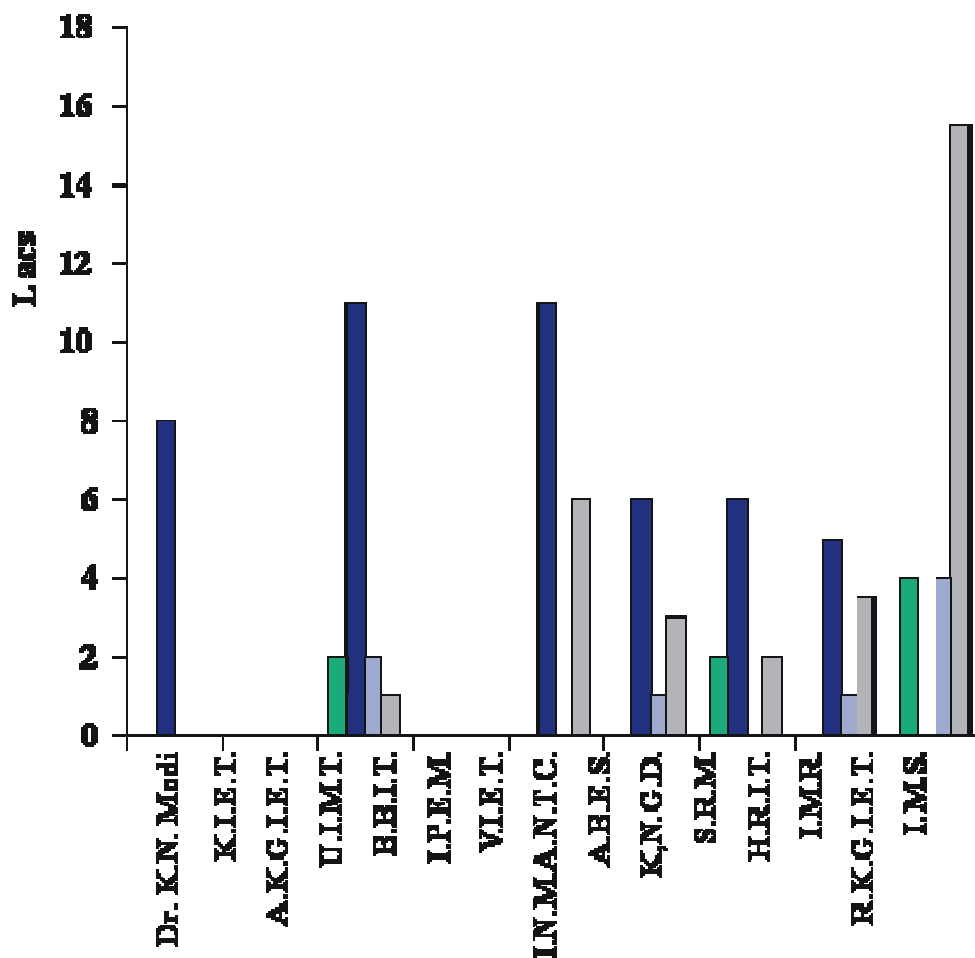


Table 5. Courses Offered

	Class	Courses	No. of Response	Percentage
A.	P.G. Level	MBA	9	60%
		MCA	12	80%
		M.Tech	1	6.67%
		Others	x	Nil
B.	U.G. Level	B.Tech	10	66.67%
		B.Ed.	2	13.33%
		Others	6	40%

Table 6 shows that, at the post-graduate (P.G.) level, 12 institutes (80%) offer the MCA, 9 (60%) the MBA. It is clear that the MCA and B. Tech are the most popular courses offered.

Courses Offered

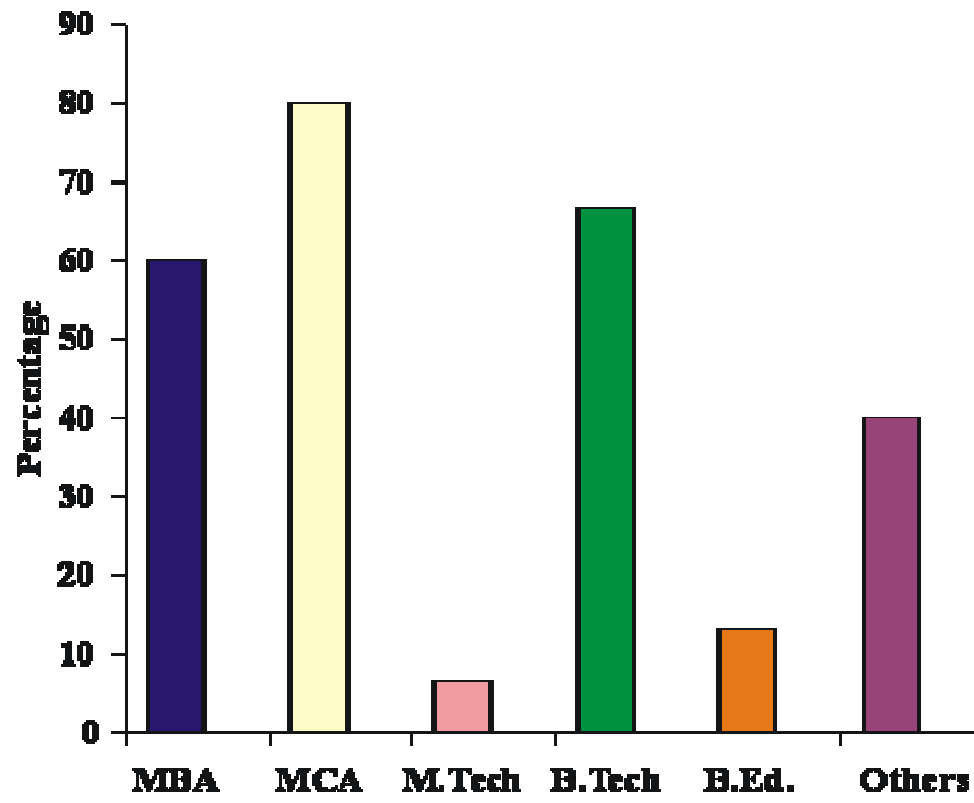


Table 7: Information Technology

IT	IT	Number of Response	Percentage
A.	Conventional method	4	26.66%
B.	Computerized method	10	66.66%
C.	Printed database	9	60%
D.	New electronic database	7	46.66%
E.	Computerization completed	12	80%
F.	Plans for computerization	2	13.33%

Table 7 depicts the use of information technology, including those libraries who have computerized, and those who plan to do so.

INFORMATION TECHNOLOGY

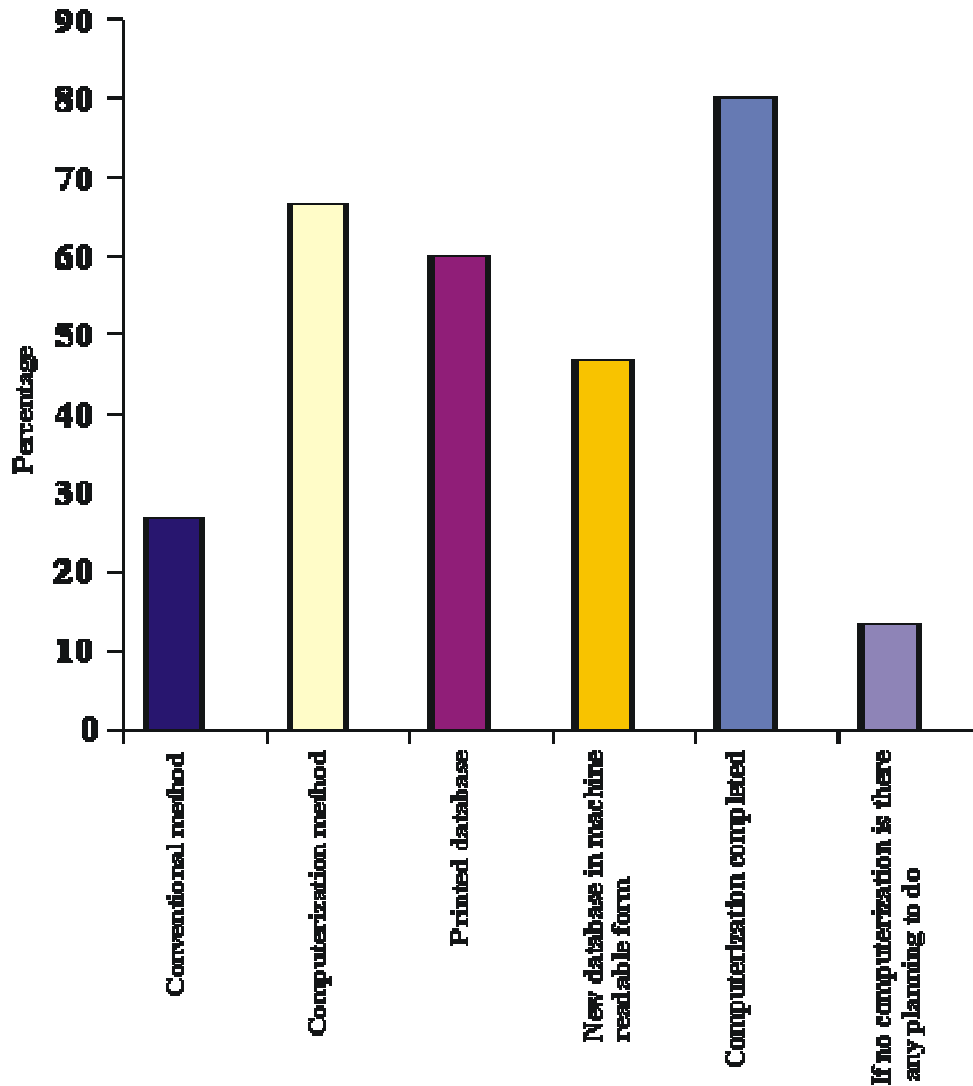


Table 8. Software Used

Lib. Software	Number of response	Percentage
Alice for window	2	13.33%
Lib Guru	1	6.67%
CDS/ISIS/WINSIS	1	6.67%
Home made	x	x
Libsys	x	x
Soul	x	x
Virtua	x	x
Others	8	53.33%
NR = 1-1	2	13.33%

Respondents are using a variety of software with no clear majority.

Software Used

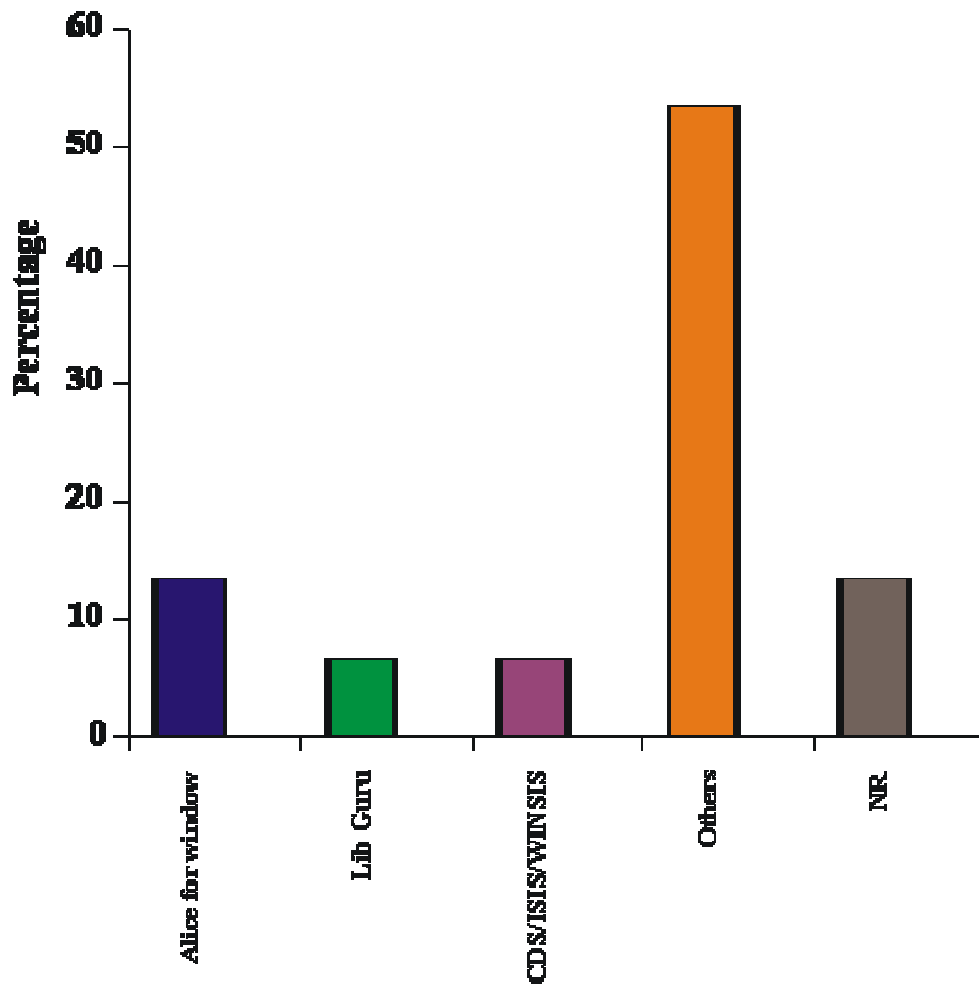


Table 9. Hardware Used

	Hardware	No. of response	Percentage
A.	Pentium 3	2	13.33%
B.	Pentium 4	12	80%
C.	Others	1	6.67%

Table 9 indicates nearly all respondents are using Pentium hardware.

Hardware Used

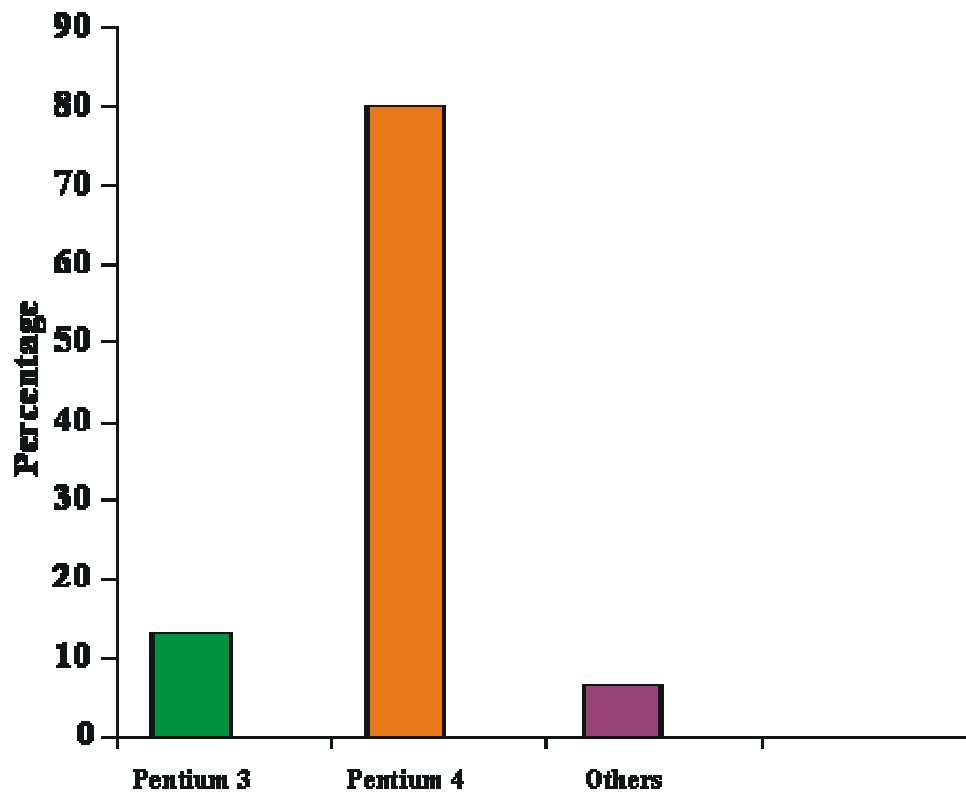


Table 10. Journals

Name of the institute	Year	Total cost	Pure Science	Applied Science	Engineering	Others
K.N. Modi	2001-02	1,02,861			15	
	2003-04	228695			28	
	2004-05	382934			64	
K.I.E.T.	2003-04	Not fixed				
	2005-06	Not fixed				
	2005-06	Not fixed				
A.K.G.I.E.T.	2001-02	4,12,000				
	2003-04	5,15,000				
	2005-06	7 Lakh				
U.I.M.T.	2001-02	14,000	8			4
	2003-04	14,000	8			4
	2005-06	23,000	40			4
B.B.I.T.	2001-02					
	2003-04					
	2005-06	2,00,000	8	35	77	10
I.P.E.M.	2001-02	20,000				
	2003-04	40,000	8	25	70	
	2005-06	1,50,000				
V.I.E.T.	2001-02	3,00,000				
	2003-04	4,00,000				
	2005-06	9,00,000				
INMANTIC	2001-02	33,000				33
	2003-04	96,000				96
	2005-06	1,33,000				133
A.B.E.S.	2001-02	50,000		5	15	
	2003-04	1,500,000		7	25	
	2005-06	3,50,000		13	41	
K.N.G.D.	2001-02					
	2003-4					
	2005-06	12,000	4		8	
S.R.M.	2001-02					
	2003-04					
	2005-06	3,00,000				
H.R.I.T.	2001-02					
	2003-04					
	2005-06	45,100			66	
I.M.R.	2001-02	7.2 Lac				
	2003-04	7.5 Lac				

Table 10, continued						
Name of the institute	Year	Total cost	Pure Science	Applied Science	Engineering	Others
	2005-06	7.5 Lac				
R.K.G.I.E.T.	2001-02					
	2003-04					
	2005-06	3,38,000			28	
I.M.S.	2001-02	45,000		5	15	
	2003-04	75,000		7	25	
	2005-06	2,50,000		13	41	

Table 10 shows that while many of the institutions have a substantial periodical budget, a number have no fixed allocation.

Table 11. Sources of Procurement

Direct	Agency
10	14
66.66%	93.33%

Table 11 show that nearly all the institutions (14 - 93.33%) use agency procurement, while 10 (66.66%) also procure directly.

Sources of Procurement

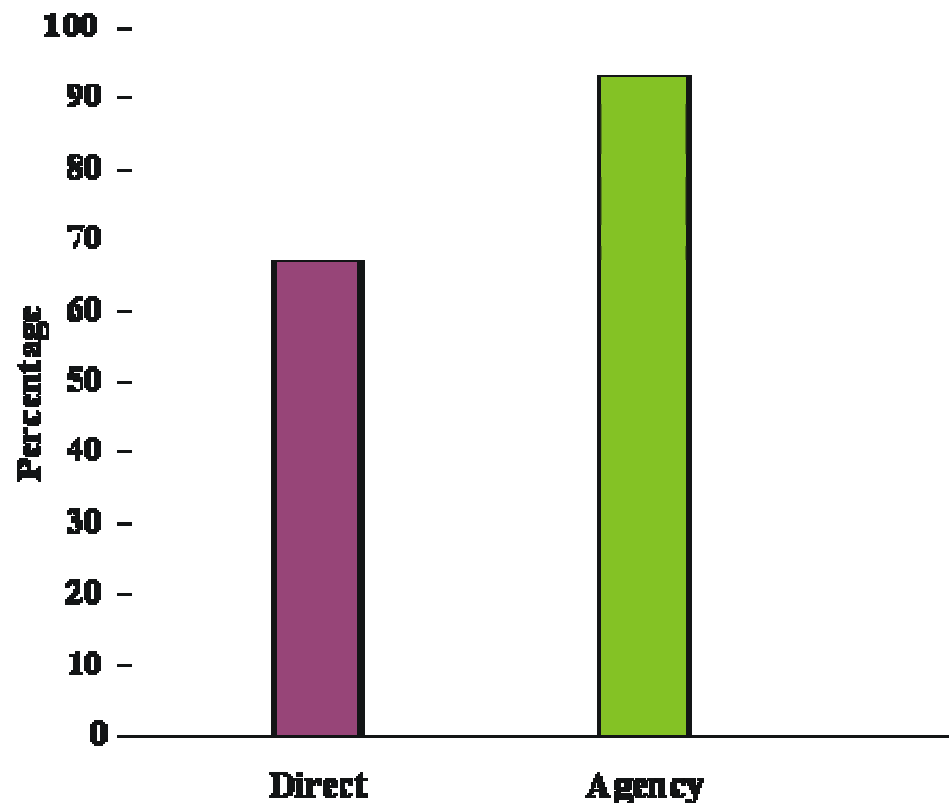


Table 12. Institutional Coverage

	No. of respondents	Percentage
International Level	3	20%
National level	9	16.67%
Organization on level	8	53.33%

Table 12 shows that most coverage is at the national level.

Institutional Coverage

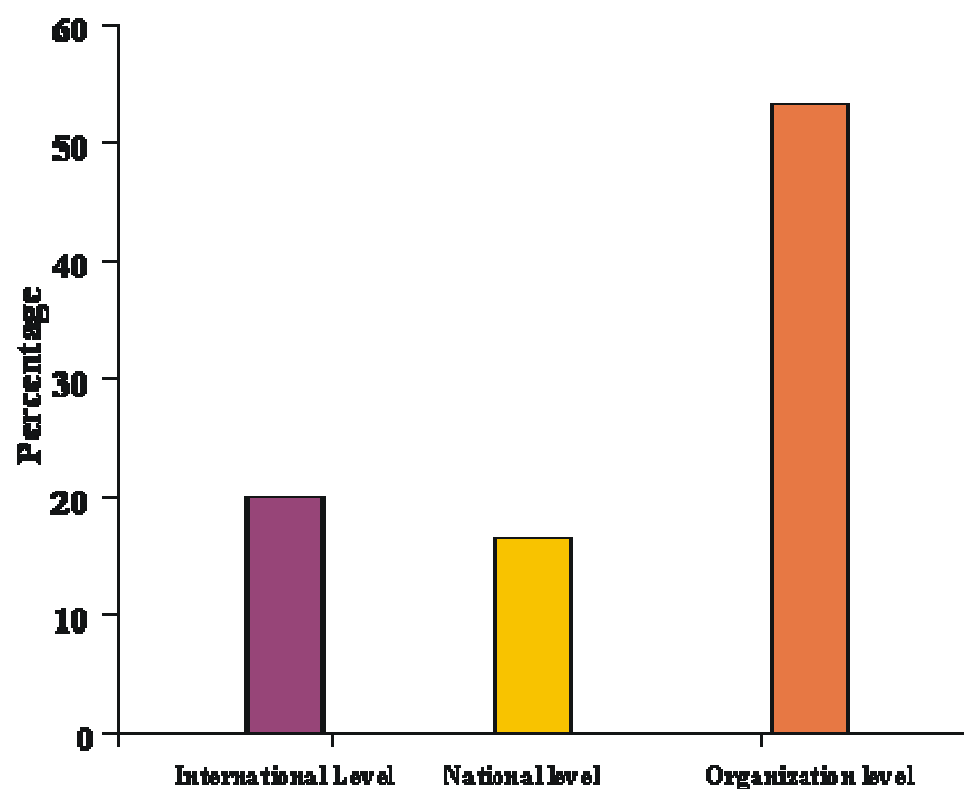


Table 13. Technical Processing

Technical Process	No. of response	Percentage
Cataloguing Scheme		
(i) AACR –I		
(ii) AACR–II	12	80%
(iii) CCC		
Classification Scheme		
DDC	14	93.33%
UDC		
CC	1	6.66%

Table 13 shows that 12 institutions (80%) use AACR II as a cataloging code, while 14 (93.33%) of the respondents use Dewey Decimal (DDC) for classification and one institute (6.66%) uses Colon Classification (CC)

Technical Processing

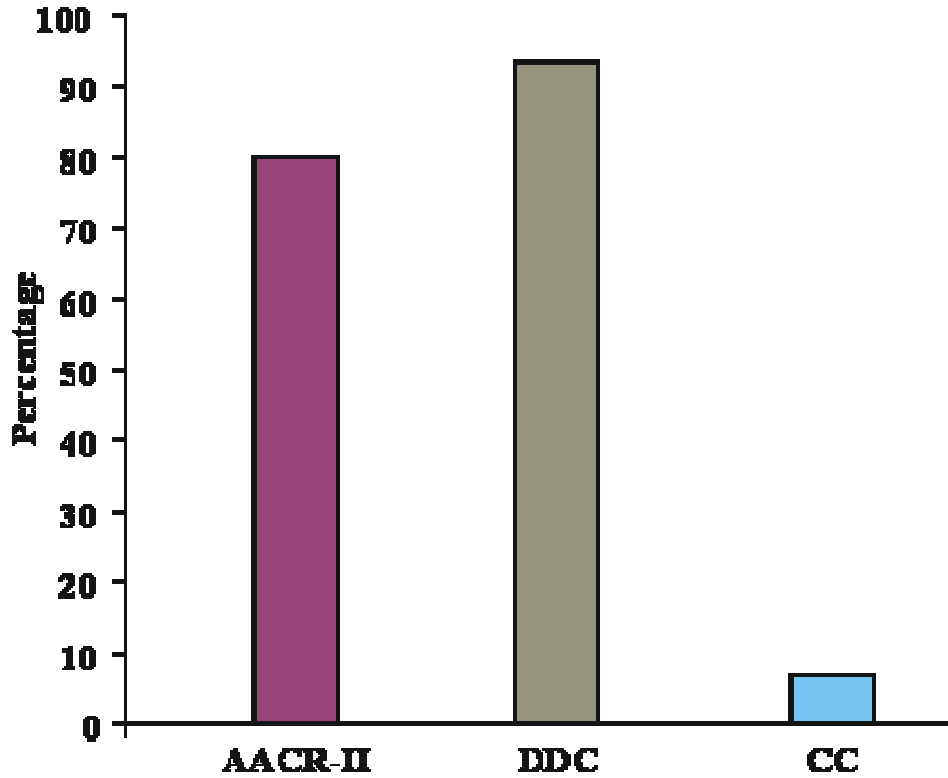


Table 14. Library Networking

Network	No. of response	Percentage
DELNET	8	53.33%
INFLIBNET		
EARNET		
Others	3	20%

DELNET is the most popular and extensively-used link among analyzed libraries.

Library Networking

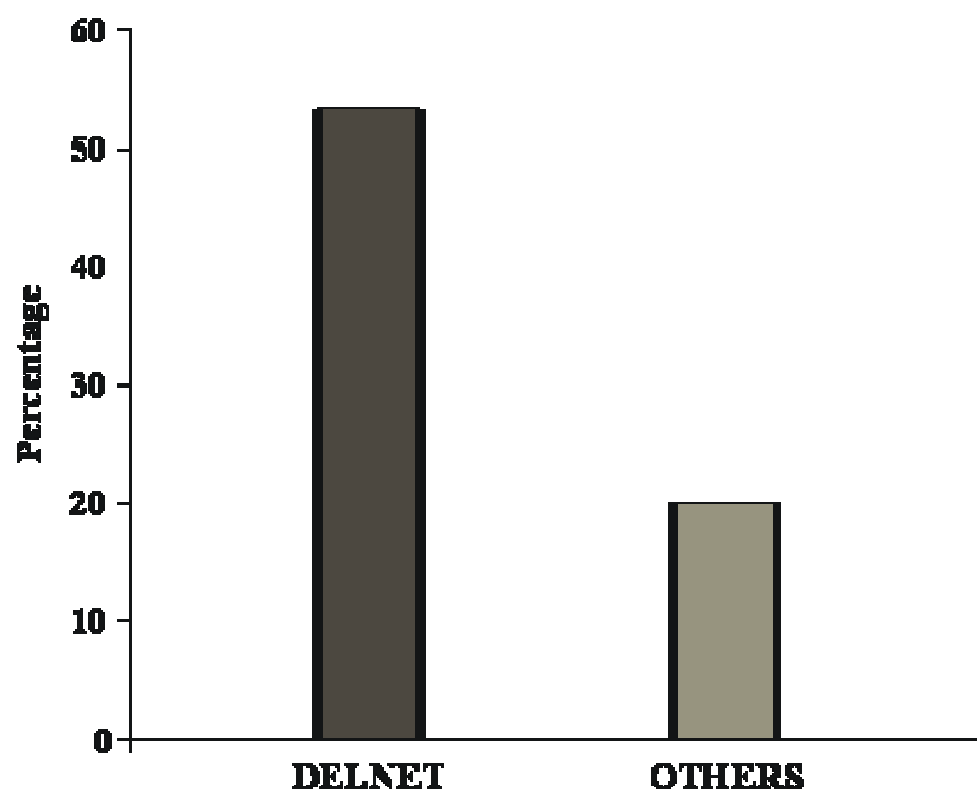


Table 15. Human Resources

Name of the Institute	Professional	Non-professional	Total
Dr. K.N. Modi	6 (9.09%)	4 (11.76%)	10
K.I.E.T.	6 (9.09%)	4 (11.76%)	10
A.K.G.I.E.T.	4 (6.06%)	3 (8.82%)	7
U.IM.T.	x	x	0
B.B.I.T.	4 (6.06%)	2 (5.88%)	6
I.P.E.M.	3 (4.54%)	2 (5.88%)	5
V.I.E.T.	3 (4.54%)	2 (5.88%)	5
I.N.M.A.N.T.C.	7 (10.60%)	3 (8.82%)	10
A.B.E.S.	5 (7.57%)	4 (11.76%)	9
K.N.G.D.	4 (6.06%)	x	4
S.R.M.	2 (3.03%)	2 (5.88%)	4
H.R.I.T.	5 (7.57%)	x	5
I.M.R.	3 (4.54%)	2 (5.88%)	5
R.K.G.I.E.T.	8 (12.12%)	2(5.88%)	10
I.N.S.	6 (9.09%)	4 (11.76%)	10
Total	66	34	100

A majority of the professionals work at R.K.G.I.E.T., while a majority of non-professionals are at K.I.E.T., A.B.E.S. and I.M.S.

Table 16. Staff Training

Name of the Institutes	Computer programme	Library Software Packages
Dr. K.N. Modi	x	x
K.I.E.T.	5 (9.43%)	x
A.K.G.I.E.T.	4 (7.54%)	x
U.IM.T.	3 (5.66%)	x
B.B.I.T.	4 (7.54%)	x
I.P.E.M.	3 (5.66%)	x
V.I.E.T.	6 (11.32%)	x
I.N.M.A.N.T.C.	4 (7.54%)	x
A.B.E.S.	4 (7.54%)	
K.N.G.D.	x	x
S.R.M.	1 (1.88%)	x
H.R.I.T.	4 (7.54%)	x
I.M.R.	5 (9.43%)	x
R.K.G.I.E.T.	5 (9.43%)	x
I.M.S.	5 (9.43%)	x
Total	53	

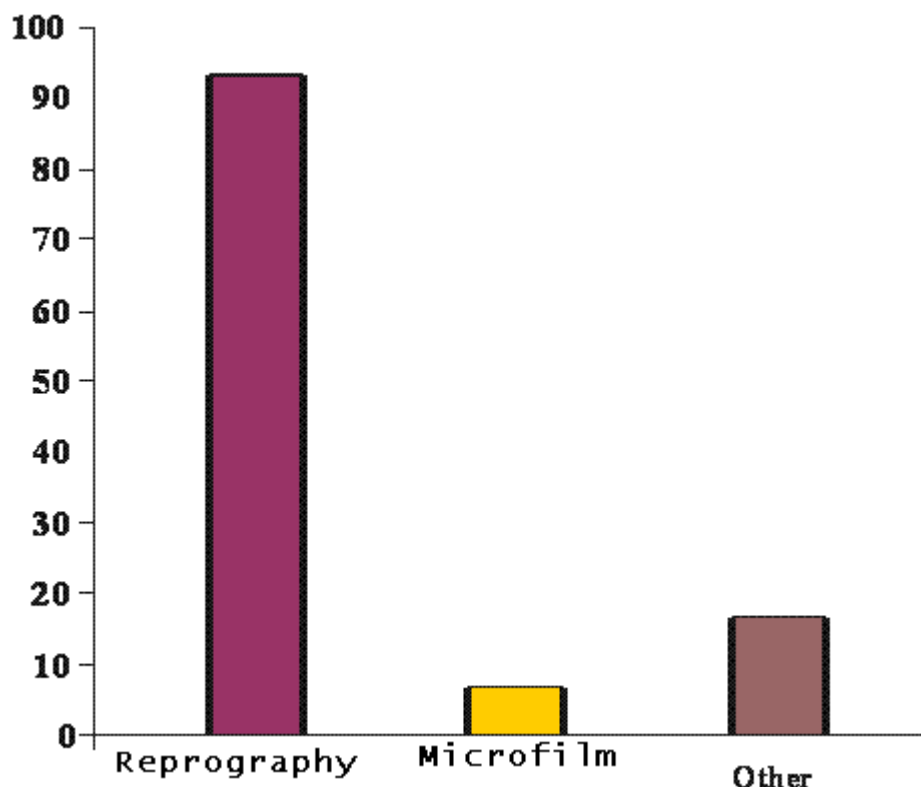
Table 16 shows that a majority of library professional have software training at V.I.E.T.

Table 17. Library Services

	No. of Response	Percentage
Reprography	14	93.33%
Microfilming	1	6.66%
Microfiche		
CAS		
SDI		
Others	9	16.67%

The results show that 14 institutions (93.33%) provide reprography service.

Library Services



Findings and Conclusion

The collections of respondents' libraries include both Indian and foreign literature. The vast majority of collections are English language material (93.33%), followed by Hindi (16.67%). Most of the institutions in the population do not have substantial library collections in any format, although selected institutions do have adequate collections of books, theses and dissertations, and periodicals. The libraries of the technical institutes in the population serve faculty, research scholars, graduate students, and undergraduates. The majority of the institutes have no research scholars, while all have users in all the other categories. The budget for library materials is variable in the population. Some have no special library allocation. Most of the institutions devote their budget to the purchase of science and engineering material. Two-thirds of the institutions in the population offer the B. Tech. degree to undergraduates, while 80 percent offer the MCA at the graduate level. Eighty percent of respondents stated that their institutions were fully computerized. More than half the institutions are part of Delnet.

Technical institutes represent a growing sector of the higher education market. This is demonstrated by the array of institutions found in Ghaziabad alone. Regular budget allocations, continued computerization, and move toward digital collections would strengthen the information resources provided for the clientele of these institutions.

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Appendix 1. List of Technical Institutes and Abbreviations:

Abbreviation	Name
Dr. K.N. Modi	Dr KN Modi Institute of Engineering & Technology
K.I.E.T.	Krishna Institute Of Engineering And Technology, Ghaziabad
A.K.G.I.E.T.	Ajay Kumar Garg Engineering College
U.IM.T.	Unique Institute of Management & Technology Ghaziabad
B.B.I.T.	Babu Banarsi Das Institute of Technology, Ghaziabad , IT, B.TECH ...
I.P.E.M.	Institute of Professional Excellence & Management Ghaziabad .
V.I.E.T.	Vishveshwarya Institute of Engineering and Technology
I.N.M.A.N.T.C.	INMANTEC: Integrated Academy of Management and Technology
A.B.E.S.	ABES Engineering College : Academy of Business and Engineering Sciences
K.N.G.D.	KNGD Modi Engineering College
S.R.M.	SRM INSTITUTE OF MANAGEMENT & TECHNOLOGY
H.R.I.T.	Harish Chandra Ram Kali Institute of Technology
I.M.R.	Institute of Management and Research
R.K.G.I.E.T.	Raj Kumar Goel Institute of Technology
I.N.S.	Institute of Management Studies