Parameters for Collection Development Policy: NCERT Experience

Moorttimatee Samantaray*

Collection development is a universal process for all types of libraries. Accordingly the workflow in the process is also universal. Therefore, on the basis of collection development practices of the institutions, acquisition module in library management software is developed as workflow in the section plays an important role while programming. Any change in the workflow, the libraries have local variation and they give for customization. Increasing size of the service community correspond to increase in degree of divergence in individual information need. The user's need survey is very necessary to understand the needs of the community. Different committees and commission reports advice for the percentage of budget allocation for academic libraries. Library budget is major factor in the collection development policy. The role of Inter-Library-Loan (ILL) is the product of library co-operation, which controls the expenditure during budget constraints. There are hundreds and thousands of libraries and information centers with excellent and rare collections. But there is no Indian Standard for development of collection development policy in the instructional level. A policy statement provides a framework within which individual can exercise their own judgments and actions. The approved policy of the institutions provides clarity and consistence to the collection development strategies through internal workflow in both manual and automated environment. The author, on the basis of her vast experience in the field tries to bring the parameters for the policy. The parameters may or may not be applicable to all types of libraries. It depends on the size of user community, the institutional need and need of the procedure. The workflow of the particular section sources certain process but behind the screen a lot of parameters are involved. The author hopes the use of parameters in different types of libraries for various types of resources on the basis of their format. However, in the age of IT the tangible and intangible items have different features—their procurement, usages, and weeding out.

---

* Deputy Librarian, LDD (Erstwhile DLDI), NCERT, Sri Aurobindo Marg, New Delhi- 110016, E-mail: murtimati.rath@gmail.com

Keywords: *NCERT; Print Resources; E-resources, Collection Development, Parameters*

1   INTRODUCTION

Libraries are the most important institutions, they play a vital role in the system of dissemination and education libraries provide access to information. Information and knowledge are two sides of the coin which plays a major role in all round development of human being. Getting information and gaining knowledge by the community gives rise to knowledge society. Due to integration of ICT the knowledge is known as modern society. The existence of public libraries, school libraries, college libraries, university libraries, special libraries and their use ignites human brains giving rise to information explosion. Information explosion has shown the path to the development of intellectual property right and acts to control the misuse of intellectual property- may be print or non-print, tangible or intangible. The procurement of library resources are technically processed by the professional staff for dissemination. There is a paradigm shift in library scenario. In the past the books where in the custody of someone. In due course the users' need; role of library staff towards library resources and services; Integration of ICT, we are able to access the library resources remotely. As a result a knowledge based society is established. The significant changes from agricultural society to industrial society to knowledge based society is the fruit of the knowledge gain from the library resources through different library services. Notable advancement in production, distribution from knowledge has given rise to knowledge based economy. Therefore the judicious procurement of library resources is very important in the part of the library professionals. We all know that knowledge resources is key to economy growth, employment growth and growth in production. Developing proper collection development policy in libraries and following that uniformly gives rise to the products like: New arrivals, Current contents, Index bibliographies, Book reviews, Press clippings, Abstracting services. Due to integration of ICT tool, browsing in E-environment it has become very easy and time saving. Core collection of the library helps in becoming a referral centre and clearing house. NCERT established in 1961 under take, promote and coordinate research on school education it develop national curriculum framework, syllabus, text books for different stages, supplementary material for extra reading, audio-video CDs, educational kits and verities of digital resources. Beside research and development, NCERT organises training program for teachers. It access the nodal agency for school education. The Regional Institute of Education have been established in Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong to look after the needs of the states/ UTs under their geographical jurisdiction. Demonstration school are attached to the RIEs expect NE-RIE. The school act as the laboratory for NCERT resources.

NIE (National Institute of Education) is located in the head quarter that is New Delhi. Two central institute namely- PSSCIVE(Pandit Sunderlala Sharma Central Institute of Vocational Education) and CIET (Central Institute of Educational Technology) work in specialised gamut of school education that is vocational education and education technology respectively. Curriculum based radio programmes, video programmes, video programmes based on Indian sign languages, SWAYAM (Study Webs of Active Learning for Young Aspiring Minds), MOOCs (Massive Open Online Courses) are to name few of the digital resources. NIE and its seven constituents units have different library resources and readers, matching the objective of the institutions.

2   READERS

- NIE: Regular Staff of NIE and CIET
    - Contractual/Temporary Staff of NIE, CIET
    - Retired Employees of NIE/CIET
    - Participants attending seminars/ programmesorganised by the Council
    - Teachers/ Research Scholars/ Administrators/ Planners/ Policy Makers in the field of education
    - Students from reputed educational institutions and members of NGOs based in Delhi/NCR
- RIEs: Users of RIEs Constitutes faculty Members, Students and Scholars.
  Teacher educators of the region, staff of DM schools and nonacademic staff.
- PSSCIVE: The PanditSunderlal Sharma Central Institute of Vocational Education is an apex research and development organization in the field of vocational education. According the curricula student text books and teacher hand book per 100 job roles in Vocational Education, were PSSCIVE Caters services to +2 stage institutions, district voc. Edu. offices, state dep. of voc. Education, state inst. of voc. education, state councils of voc. education, Professional institutions, NIOS, CBSE, IGNOU and soon.
- CIET: CIET is involved in creating and disseminating audio-video and programs. Along with dev. Some education related portal for students, teacher educators, parents, professionals and the community.
- DMS: Students, Teachers and employees of the school.
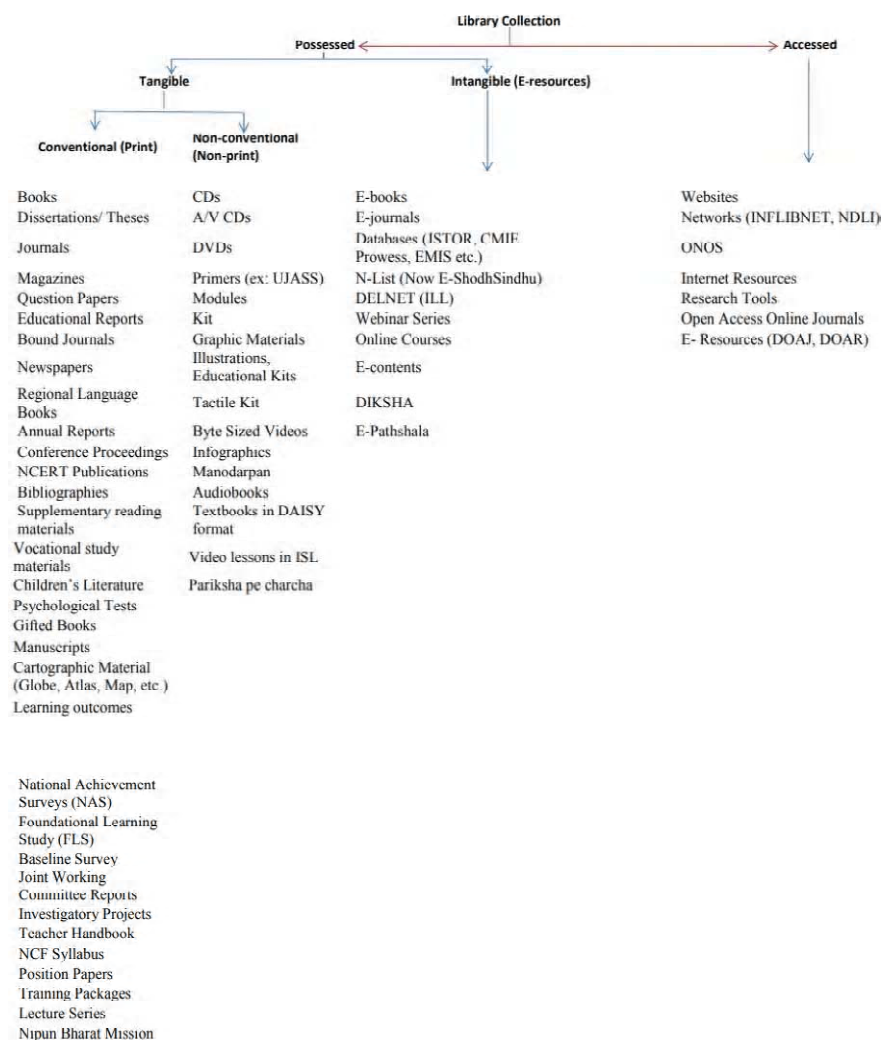
3   RESOURCES

Total collection of any type of library can be categorised on the basis of their intellectual level, physical structure and conventional or non-conventional type. The total collection can be categorised as Conventional- Nonconventional, General-Reference, Basic-Special and Indian-Foreign. Such types of documents/resources are shelved or preserved under different collection numbers. It is also seen that, different organizations have different goals and accordingly the reader's demand can be of different levels. The levels vary from Minimal level to basic level to Study Level to Research Level to Comprehensive level. Our NCERT constituents have institutions of different levels for which they need resources having different intellectual levels. DMS library may need minimal level; Basic level and study level resources of different types, whereas RIEs, PSSCIVE, CIET and NIE may be in need of Study Level, Research Level and Comprehensive level resources. Keeping in mind the user's need, the constituents have the resources like: Book (Text books, Reference books), Dissertation, Journals, Magazines, E-Books, E-journals, CDs, Question Papers, Educational Reports, Theses, Databases (J-STOR), A/V CDs, DVDs, Bound Journals, Newspapers, , Maps, N-List, DELNET Membership, National & Regional Language Books, Annual Reports, Conference Proceedings, NCERT Publications, Bibliographies, ERIC Publications, Reports of NIE,RIEs, PAC Reports, Manuscripts at PSSCIVE, Educational A/V CDs/ DVD developed by NCERT (CIET), Cartographic Materials (Globe, Atlas, Maps), Standards, Graphic Materials/ Illustrations, Supplementary Reading Materials, Vocational study materials, Educational Kits, Psychological Tests, Websites, Network (Like INFLIBNET, DELNET, NDLI), Gifts, Internet Resources, Research Tools, Open Access E-resources. The mapping of resources as mentioned in the questionnaires replied by the constituents and mentioned in the latest annual report are as follows:

4   PARAMETERS FOR COLLECTION DEVELOPMENT

The primary task of any library is to collect, process, maintain and provide access to its users precisely acquisition weeding and preservation are the main components of collection development process in libraries due to technological development and integration of ICT, The physical structure has also changed and e-resources has come in picture. We are moving from holding to access. While collecting the library resources we take care of the types of collection on the basis of general in nature, subject specified and specialised resources. Again, knowledge is represented in different forms like: Books, Journals, Newspapers, A/V CDs, Pictorials, Music, Photograph, Films and electronic resources. Different libraries procure varieties of resources on different subjects keeping in mind the need of their users. User need survey plays an important

role during collection development. While developing the collection of the library, the library staff keeps in mind the objectives/ missions of the institution. Budget is very important component of the procurement section. It is very important to consider the priorities attached to different activities co-operative collection development, collection management, copyrightpolicy, handling of gifts, selection and de-selection of resources both in physical and digital environment. Selection, acquisition, processing, releasing, housing, weeding, retention, preserving/ archiving through the committee are reflected in the workflow of the selection. Evaluation of the materials also is done through

survey method. Keeping in mind the need of the community, sometimes it is required to organise orientation program to teach new users – how to access bibliographic information and locate material. How to enhance the libraries resources and services through co-operative relationships with other libraries is also need of the hour. Recommendation, Review, Identification, approval of new subscription, review of existing subscription, prioritizing library needs are different components of collection development policy.

Knowledge on good offices committee report, about Federation of Publishers & Book Sellers Association in India, conversion rates for books & journals, Terms of supply of Books, Indian edition library discount, terms of supply of journals, Impanelment of vendors, e-resources, aggregators, database, GST, book exhibition, regional book fair, world book far is very essential.

Collection development policy is an overarching principle used to set direction and influence decisions. It is used for decision making within the framework of objectives, goals and management. Procurement policy and procurement procedure, best practices need to be followed in order to standardize the work flow.

Sometimes different libraries follow different practices leadings to a good collection or waste-paper box.

The book selection principles, as we have studied are as follows:
1. To provide right book to the right reader at the right time.
2. Best reading for the largest number at the least cost.
3. First three laws:
    - Books are for use
    - Every reader his/her book
    - Every book its reader

When the principles are adopted and implement are known as policy.

The policy provides uniform practice among the institutions working under the same umbrella and can be used by other libraries as the best practice.

According to Dr. S.R. Ranganathan, The books have gross body, subtle body and soul. Physical structure reflects gross body; language and illustration reflect the subtle body whereas the thought content is the soul of the book. The readers community consists of children, youth and neo-literate irrespective of the type of library children are individuals born with blank state. Childhood is a period of tremendous biological psychological and social development. Enabling all children to realize their full creative potential is critical for sustaining India's economic growth and accelerating human development. The children constitute a sizeable proportion of India's population. They need required age-appropriate resources to ignite their minds and to contribute scholarly. Therefore, for children and neo-literates, the front size and illustrations need to be taken care of which is age specific. Besides books, while selecting class

the atlas/ globe, weightage may be given to accuracy, clarity and functionality. While selecting the books, it should be kept in mind that, the book is having index with standard of exposition. Importance of bibliography should be felt by the library professionals while selecting the titles. Again, the titles need to be selected on the basis of the type of the library. The difference between general books, reference books, recreational books, inspirational book, and leisure-reading books need to be underline. The idea to select a book should be ideally after physical verification and content analysis. Budget plays an important role. Book selection tools are very important for both library staff and the readers. Selection of data-books provides statistical data and ads to the research quality of the institution latest edition should be procured and availability of Indian edition need to be assured through user survey. Broken set in case of procurement of books or journals may not be entertained. Cumulative index, revised editions, latest volume of the existing volume should be given priority while procuring. The resources for socially disadvantaged group should be in the agenda. Use of assistive technology through patented software is the need of the hour globally. In order to be safe from audit bogey, latest GFR (General Financial Rule) may be followed. Reader book relation in the context of "Save the time of the reader" should be motto of the library staff. Reject not easily to eliminate the waste. Collection Development Management should be taken care of properly. It may be noted that, books and journals are not goods. Therefore, these items have no depreciation value. Performance security is also not mandatory to be imposed on the part of the vendors/ agents/ aggregators. Usually the administrative and accounts staff compel the library professionals to submit data through their own interpretation which leads to undesirable practices eroding transparency. Librametry should be taken care of to denote the satisfactory study of library activities and services. Required workflow need to be decided for different sections in order to be ready for automation/ digitization/ networking. However the epilogue of every library is "Local variation", which should be followed by the library professionals.

5   STRENGTHS OF PRINT RESOURCES OVER E-RESOURCES

1. Print books dominated the market during the pandemic period.
2. For deep learning, print is preferred.
3. Students prefer print as they cannot continue more than one- hour on the screen (Mexican study)
4. Many learners prefer the paper version of the course materials. Those, who prefer reading from screen indicated their desire to have the option for print version due to its
   - Portability
   - Reliability

- Annotation
- Highlighting
- Ergonomic features (Mexican study)

5. Norwegian study shows that, school students, who read print had higher levels of comprehension and understanding than screen-readers.

6. Quality control is taken care of for print materials. The recommendations are compared, vetted and applied in a consistent manner and with a clear vision. A challenging task is performed.

6   E- RESOURCES

According to AACR 2, 2005 update, an electronic resource is: "Material (data and/ or program (s)) encoded for manipulation by a computerized device. This material may require the use of a peripheral directly connected to a computerized device (e.g., CDROM DRIVE) or a connection to a computer network (e.g., The Internet)".

6.1 ISSUES AND CHALLENGES

- Culture Change: Even if (Hard copy mandatory) the readers prefer procuring E- Resources.
- Advantage: Remote access. (through technology software)
- Organisational structure: * Hardware (up gradation) and * Software (upgradation)

Academic libraries note impacts of electronic resources on research like increasing demand for access to e-resources and use of e-discussion groups. Broadly libraries use e-books and e-journals. Internet has brought paradigm change. CD-ROM databases are available for browsing dictionaries and encyclopedia. National geography and world atlas is available on DVD. Online database like JSTOR are on high demand

Accordingly, research is going on to develop guidelines for determining the formats of material (Electronic or print) are being developed. To mention a few are: , Relevance and use; Redundancy ; Demand; Ease of use ; Availability of use; Stability of coverage; Longevity; Cost; Predictability of Pricing; Equipment; Technical support; Space. After research, few researchers are of the opinion that: Information should be purchased in one format keeping in mind the cost, use, demand, and space; Electronic format may be preferred for multiple users; New technologies for information storage and retrieval should be explored/examined thoroughly before purchase order; Request order from faculty is very important same as print procedure. E-Resource is accessible to all including those with disabilities Screen readers & assistive technologies need to be used to facilitate specially - abled readers Research also shows that 86.60% users consider all time print use, whereas 78.35% users were reading

through print resources. According to the research, 95.88% are optimistic about physical browsing of resources. So, before opting for any new e-resources a user survey should be done and analysis of existing e-resource usage statistics should be taken.

When we think about new trends we understand that - E- Resources are available in E-format/ e-version; E- Books are available for sale – "Chapter by chapter"; E-articles are available article by article on payment; Formats being Adobe, PDF, and Microsoft Reader. While procuring e-resources, user need survey should be done. Renewal should be done on the basis of usage statistics, cost effectiveness, need of perpetual access, access type, IPR issues, support, training and so on. As libraries select, evaluate and weed out on the basis of approved terms and condition in case of physical books, in case of electronic resources also selection, evaluation and de-selection process takes place. E-resources are dynamic in nature and require more maintenance. Due to the existence of diverse e-resource formats, technical skill plays an important role to provide integrated access. E-journals demand URLs and IP based access. When we procure in packages, it is found that the interface is changing frequently- comments few librarians out of their experience. On the other hand, in certain cases, the users are not interested to use e-resources and wish to continue with the print resources. This creates problem for the library professionals leading to budget shrinkages due to procurement of print+ online. Archiving of e-resources is a big problem due to infrastructural problem. Trouble-shooting by the library staff seems to be a major challenge too.

7   PROBLEMATIC AREAS OF E-RESOURCES:

While working with different expects of e-resources the following points are considered as problematic areas.

1. Shifting from possessed resources to accessed resources: The possessed resources on the basis of their formats are divisible into tangible and non-tangible. The intangible resources are otherwise known as E-resources. The tangible resources are of two types: conventional/non-conventional OR print/ non-print. The intangible resources can be of two types: possessed and accessed. The purchased one is under possessed category, whereas free are under accessed category. The examples being different institutional websites, networks(INFLIBNET,NDLI), Newly proposed Government projects like ONOS(One Nation One Subscription), Internet resources, research tools available on Google platform, Free Access Online journals, e-resources available on DOAJ and DOAR

2. Keeping in mind the users' need on the basis of user survey, infrastructure, budget, the professionals need to rethink and frame the

collection development policy of the institution with respect to acquisition, inter institutional co-operation.

3. Besides the aforesaid points, the librarian need to be well-conversant with the quality of the product, technological obsolescence, access through licensing, copyright issues, data migration, ownership issues, archiving issues and so on.

4. The procurement of e-resources is helpful in filling the gap of digital divide. But, there are challenges for the librarians too. In order to procure e-resources, the library has to create a user-friendly environment with IT-skilled staff. The library staff and the users' need to be trained properly. We find the budget of the library shrinks every year. Cost-benefit analysis is the need of the hour, while engaging qualified skilled manpower with upgraded infrastructure and procuring e-resources. It is very essential to have the usage statistics.

5. In case of e-resources, accessioning, classification, cataloguing, circulation, stock verification and weeding out is not possible, for which alternative procedure need to be explored. Same for ILL is very important.

6. Faculty/readers input are very important while selecting, renewing and de-selecting the items too. The basic criteria for selection include: quality, subject relevancy, technological compatibility and cost effectiveness. This leads to fund/budget management.

7. Open Access Initiative became the solution for all the challenges faced by the library professionals. To mention few examples are: NDLI, E-Sodhsindhu of Inflibnet and newly proposed program-ONOS. DOAR and DOAJ are also the part of open access initiative. Institutional repositories are another source for value addition to the free e-resources. Internet resources are available world-wide through research gate, Google scholar and so on. DOAJ covers free full text, quality controlled scientific and scholarly journals on all subjects and languages.

8. Intangible products like software, technology transfer, licenses etc. are coming underCh-6-Procurement of goods and services(Amendment -GFR)

9. Stock verification in the absence of preservation policy of the institution(Consumables)

10. Amortization for intangible asset

11. Perpetual access

12. Amigo e-shelf in case of eBooks

13. Embargo publication

14. ROI(Return On Investment)

$$\frac{Net\ Profit}{Cost\ of\ Investement} * 100 = ROI$$

15. Unauthorized access in case of remote access
16. No mention of cost of e-resources (package deal; pick and choose; indexing database)
17. Standard metadata
18. Difficulty in importing to library OPAC due to non-compatibility of web browser
19. List of Journals- Subject5 bundles as we are doing (customised)
20. Licensing location: Single users (as we are subscribing)
21. Clarification on:
    - Whether available on open access
    - ILL through e-mail on demand (Hardcopy or softcopy)
22. Dispatches of articles are allowed or not.
23. Can we use the link through discovery channel?
24. Authorisation: Authorised to view
25. Copy right Issue? (while archiving)
26. Monthly usage statistics: Available or not
27. Back-files – Access for how many years?
28. Archival access – perpetual?
29. Can author put in the IR of the institution
30. Provision of proxy server?
31. If CONTU (Commission of New Technological use of copyrighted work) guidelines are followed?
32. Legal Issue – Jurisdiction : Within India
33. Draft license agreement may be verified for implications before ordering.
34. DRM/ERM : Cost, Consortia, Content, Access, Usability, Assessment, Library management (users of licensing)
35. Maintaining the URLs, Web-page editing, customising the vendor platforms.
36. Customising the vendor, platform for use by specially-abled readers.
37. Responsibility: The publisher should be held responsible if any discrepancy is there between print and e-version. We should get a proprietary certificate from the publisher with respect to e-content.

Once e-resources are procured as per the institutional policy, it needs to be preserved for future generation.

8   CONCLUSION

In any kind of library, the print resources are the basic fundamental resources keeping in mind the institutional goal and users' need. The resources are technically processed by the professional library staff following the Rule

of Thumb of Library Science as a subject. Same happens with the non-print and cartography items. In course of time due to integration of ICT and digitization e-resources came into picture. Development of E-content is the part and parcel of ICT policy- ICT @school, as it was felt that integration of ICT has impact on teaching learning process. The E-contents developed by NCERT are available on CIET website for open access. Similarly through the websites of Teacher Training Institutes, INFLIBNET, NDLI and other institutional websites information is available for the readers of higher education institutions. Through different ICT tools and open access incentives, the readers can access anything at anytime from anywhere. Access to e-resources facilitated the researchers in getting relevant and latest information and access to the specter of internet of things(IOTs). As you know open education resources(OERs)are meant for teaching learning and research purpose, materials are available either in public domain or under copy rights and released under an open license. The advantages are very distinct but issues pertaining to copy right, ownership, licensing, privacy, preservation are the challenges. According to Steve Jobs, "Innovation is the availability to see change as an opportunity not a threat". Therefore we think about accelerating in the field of digital convergence. While accelerating we either change the speed or direction or both we have to think strategically and move ahead keeping pace with the time to come.

We see the use of e-resources by the readers of all groups in libraries of all types. Before thinking of e-resources we should see to it that we have good budget without disturbing the print resources which are the back-bone of the library resources. Once we have budget, the infrastructure need to be strengthened from hardware and software point of view so that the e-resources can accessed. Selection of e-resources should be made judiciously before ordering. The DOAJ and DOAR should be used to make the readers well-versed with access to open/free e-resources. The users' need survey shows the path for procurement of resources matching the mission of the parent institution. The e-resource need to be selected followed by trial access. Minimum five concurrent readers should recommend the title/ bundle/database. Negotiation committee should be constituted to decide the terms & conditions with the publishers. Training to library staff and readers should be a continuous process. Usage statistics should be collected on regular basis. Copy right policy should be as per CONTU guidelines. The librarian and readers should be aware of unauthorized use. Sometime e-resources are the same content in e-format. The policy needs to take care of the resources having copy right, available through OAI and as IOTs. Procurement, preservation and the de-selection are very important from audit point of view. It is very essential to develop Indian Standards for collection development policy.

9   REFERENCES

1. KENT ALLEN and Others (Editors). Collection Building. *Encyclopedia of Library and Information Science* (Vol. 15). New York: Marcel Dekker, Inc, 1975.

2. GLUIBIZZI, A. (2002). Citation Analysis in the Decorative Arts: A Tool for Shaping a Collection Development Policy for Serials. *Art Documentation: Journal of the Art Libraries Society of North America*, *21*(1), 23–26. http://www.jstor.org/stable/27949175

3. GULNAZ AND FATIMA, N. (2019), "Collection development practice in Indian Institute of Technology libraries of Eastern India: a study", *Collection and Curation*, Vol. 38 No. 2, pp. 25-31. https://doi.org/10.1108/CC-08-2018-0015

4. HEHMAN, J., & WYKLE, H. H. (1988). VISUAL RESOURCES SIG: Collection Development Policies for Academic Visual Resources Collections. *Art Documentation: Journal of the Art Libraries Society of North America*, *7*(1), 22–26. http://www.jstor.org/stable/27947875

5. HORAVA, T. AND LEVINE-CLARK, M. (2016), "Current trends in collection development practices and policies", *Collection Building*, Vol. 35 No. 4, pp. 97-102. https://doi.org/10.1108/CB-09-2016-0025

6. IKOLO, V. E. (N.D). A COMPARATIVE ANALYSIS OF PRINT VERSUS ELECTRONIC SOURCES OF INFORMATION THAT STUDENTS USE. In *International Journal of library and Informaion Science Research and Development (IJLISRD): Vol. ISSN* (Issue 2). www.jifactor.com

7. JOHNSON, S., EVENSEN, O. G., GELFAND, J., LAMMERS, G., SIPE, L., ZILPER, N., FRONTY, J., HAFNER, J., MANSFIELD, J., &SCHMOLLING, R. (2012). *Key Issues for e-Resource Collection Development: A Guide for Libraries Acquisition and Collection Development Section.*

8. KAUR, PRABHJEET&WALIA, PARAMJEET. (2015). Collection development and management within public libraries in Delhi. Library Management. 36. 99-114. 10.1108/LM-11-2013-0104.

9. KAY DONAHUE, M., BROWN, D. AND GYESZLY, S. (1985), "Collection Development Policy Making: Research, Design, and Implementation at Texas A&M University", *Collection Building*, Vol. 6 No. 3, pp. 18-21. https://doi.org/10.1108/eb023155

10. KUMARA B. (N.D.). *Print v/s Electronic sources of information: Preferred sources for reading among Faculty members and Students.* http://www.researchgate.net/publication/336552110

11. MANNAN KHAN, A. (2010), "Managing collection development and organization in globalizing Indian university libraries", *Collection*

Building, Vol. 29 No. 1, pp. 15-21. https://doi.org/10.1108/ 01604951011015259

12. RAVIKUMAR, S & SAWIAN, ELGIVA. (2016). Collection Development Policy of the Library and its Relevance to the Syllabus: A Study of St. Anthony's College. Pearl : A Journal of Library and Information Science. 10. 198. 10.5958/0975-6922.2016.00027.9.

13. REDDY, K. H., & CHANDRAIAH, I. (2017). COLLECTION DEVELOPMENT IN UNIVERSITY LIBRARIES: A CASE STUDY. *International Journal of Digital Library Services*, *7*(3), 114–126.

14. REED-SCOTT, J. (1984). Collection Management Strategies for Archivists. *The American Archivist*, *47*(1), 23–29. http://www.jstor.org/ stable/40292633

15. SAMANTARAY RATH, MOORTTIMATEE & RATH, PRAVAKAR. (2014). Collection Development in Libraries: Challenges and Solutions for Library Professionals. Pearl : A Journal of Library and Information Science. 8. 53. 10.5958/j.0975-6922.8.1.009.

16. SANJAY, PATEL. (2016). Collection development in academic libraries. International Journal of Library and Information Science. 8. 62-67. 10.5897/IJLIS2015.0601.

17. SRIDHAR, M. S. (1995). Problems of Collection Development in Special Libraries. *CLIS Observer*, *XII*(1–2), 17–31.

18. VICKERY, J. (2004), "Making a statement: reviewing the case for written collection development policies", *Library Management*, Vol. 25 No. 8/9, pp. 337-342. https://doi.org/10.1108/01435120410562826

19. WARD, K. L. (1973). Collection Policy in College and University Libraries. *Notes*, *29*(3), 432–440. https://doi.org/10.2307/896419

20. WU. M. M. (n.d.). *Scholarship @ GEORGETOWN LAW Scholarship @ GEORGETOWN LAW 2005 Why Print and Electronic Resources Are Essential to the Why Print and Electronic Resources Are Essential to the Academic Law Library Academic Law Library.*https:// scholarship.law.georgetown.edu/facpub/783

21. YAMSON, G. C., APPIAH, A. B., &TSEGAH, M. (2018). Electronic vs. Print Resources: A Survey of Perception, Usage and Preferences Among Central University Undergraduate Students. *European Scientific Journal, ESJ*, *14*(7), 291. https://doi.org/10.19044/esj.2018.v14n7p291